

Academe's Leftists Are Something of a Fraud



MARRIAGE MURRAY FOR THE LIBRARY

Moreover, discourse politics seems remarkably devoid of real human connection. For small farmers hold

Reading lists for college courses do not constitute revolution. Liberation does not emerge from a rarefied intellectual shell game where clever professors alternately shift, conceal, and expose language. Not only does the esoteric language of poststructuralism make it simply meaningless to ordinary citizens, it also

These problems ultimately converge to create a central dilemma of the linguist left: academicism. Discourse radicalism, it becomes ever clear, is almost exclusively *non* academic phenomena; its stakes are almost exclusively academic: *academic promotion*, and publication. Larger claims of political revolution appear hypocritical, given that the stakes are political criticism of the dominant culture is *not* from an enclave safely inside it.

Steven Watts is professor of history at the University of Missouri at Columbia.

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Quote, Unquote

News Summary: Page A3

"Trying to keep secrets in the world of graduate education and research is a sure ticket to mediocrity. The idea that we can somehow build an information wall around this country is very shortsighted."

The graduate-school dean at the U. of Washington: A27

"The point of studying ancient culture is not to discover ourselves in the past, but to understand the history of civilization, in all its variety."

A professor of humanities: A52

"I think a lot of people here
feel beaten up. But they're
not defeated."

Stanley Aizenowitz, at the Socialist
Scholars Conference: A19

"The reality is that abortion in the medical community is a low-stakes, low-interest procedure that often comes with controversy or community pressure. More and more it seems to be disappearing from the training agenda."

An assistant professor, on teaching future doctors how to perform abortions: A39

"The 'first wave' of educational reform in the early 1980's, calling for skills and standards, has been aptly (if cruelly) summarized as 'getting the little buggers to work harder.' "

A professor of education, on the rhetoric of school reform: B1

"Everything just hit the fan this spring. There are rallies and demonstrations almost every day. It's an extremely volatile atmosphere."

The president of the Harvard Black Law Student Association: A39

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Union, Letters, Arts

Supercollider Consortium Faces a Storm of Criticism

*The Universities Research Association, a group of 79 universities overseeing the construction of the Superconducting Supercollider near Dallas, has been accused of lax management and incompetence. Above, the site of a magnet delivery shift. Story on Page A30.

D. LOVE MERCER

In California, legislators are considering adopting a formal policy under which students accepted into the state's public universities would be "redirected," on a voluntary basis, to community colleges. Students would indicate during the application process whether they would be amenable to spending their first two years at a community college. If they chose that option,

"Two or three years ago, I would have considered converting community colleges to four-years a bad idea," Mr. Callan says. Such a conversion might lead community

of Political Assumptions
At a recent conference, City University of New York's Franca Fox Piven (right) and other speakers suggested that future leftist movements would be organized around race and gender as well as class—something Karl Marx did not foresee.

STORY ON PAGE A19

MARGINALIA

A campus librarian received this notice from the Fairfield Library Administrators Group:

"Annual Meeting, June 12 . . . Libraries in the Fiscal Crisis: Are we spending too much?"

"Lunch included: \$38.00 per person."

The campus librarian tells us: "I did not attend the FIAC luncheon, so I don't know if the group decided that libraries were spending too much. I had decided I would be spending too much if I went."

Hugh Rank, of Governors State University, recently offered free copies of a teaching aid called "The 30-Second Spot Quiz" and received in return a request for "The 32nd Pot Quiz."

Mr. Rank wonders about the requester: "Did he inhale?"

Members of the American Council on Education and the Association of Governing Boards of Universities and Colleges received this message from their presidents:

"To aid in its deliberations about higher education's prospects for the next 25 years, the [A.C.E.] Higher Education Panel commissioned Arthur M. Hopmann to write a paper that forecasts the economic health of higher education in the early 21st century."

Because what's past is prologue?

Note in a newsletter from the Association of Jesuit Colleges and Universities:

"[C]anvassing College has announced a \$2.55 goal for the annual 125 campaign. 90% of the funds raised go toward financial aid for students."

You're spoiling them.

From the annual report of the Linguistic Society of America, in the *LSA Bulletin*:

"As of December 1991, the Linguistic Society had 6,697 active members with good addresses."

We won't ask about the others.

From *The Today*, the student newspaper at Trinity Western University:

"The complex job of making a student's academic career a success falls to large extent on the Academic Council."

That's calling a spade a spade.

A listing in the faculty and staff directory at Rutgers University identifies the latest as "Director, Pre-College Programs."

Kindergarten, first semester?

—C.G.

In Brief



Princeton takes clapper from bell after accident

PRINCETON, N.J.—The bell tower of Princeton University's Nassau Hall tower will ring no more. University officials have narrowly averted a disaster by removing a clapper from the bell after a traditional year-end ritual. Geoffrey Macfarlane was injured after he plunged 40 feet from the tower. Mr. Macfarlane, who suffered a bruised lung, was trying to remove the clapper as part of a tradition that dates to the 1860's in which students take the clapper to try to silence the bell that heralds the beginning of fall classes. University officials had removed the clapper before the start of descent, but had replaced it after receiving a pledge from senior officers that no one would attempt it.

"It's an important part of the day to have the bell ringing," Justin Hormon, a minor spokesman, said. "But we are concerned about the safety of students."

A spokesman for its largest subsidiary, the Ronko Educational Group, said the company would probably close the less profitable of its 130 test centers. The centers provide tutoring for college- and

graduate-school-entrance exams and other tests.

College Bound, which went public in 1988, was formed in 1981 by George and Janet Ronkin. They resigned as officers of the company last month, shortly before a federal judge froze their personal assets. The Securities and Exchange Commission had brought civil charges against the couple and the company, accusing it of filing false financial statements, and then of transferring company funds to their personal accounts. The Ronkins' lawyer says they dispute the charges, according to newspaper accounts, a

Los Angeles rioting forces campus closing

LOS ANGELES—Four California State University campuses in Los Angeles County were closed last week because of widespread rioting that broke out after four white police officers were acquitted in the beating of Rodney King, a black motorist. A citywide state of emergency was declared after extensive looting occurred. School fireways were closed. Only a few, no damage or injuries were reported as any of the campuses.

future was "the most precious resource of all" to helping him reform the nation's education, health-care, and legal systems and restore public trust in the federal government.

Animal-rights activists arrested at U. of Arizona

TUCSON, ARIZ.—With mouse masks covering their faces, 10 animal-rights activists were arrested for trying to take over an office and for hanging a banner from the roof of the main administration building at the University of Arizona.

The protesters, representing the group Voices for Animals, included four University of Arizona students and one employee of the

institution. They were charged with criminal trespass in the second degree and with interfering with the peaceful conduct of an educational institution, according to Brian Seaton, a campus police officer.

The protesters hung a banner reading, "Not just bigger cages, empty cages. Stop animal experimentation now." They threatened to burn the office of Michael A. Casper, vice president for research.

But before the demonstration could take over the office, campus security officers called in to remove them.

Students drew attention to social problems

SPARTANBURG, S.C.—About 60 students at Converse College built cardboard shanties and 30 spent a stormy evening inside the shanties to help raise awareness of a variety of social problems.

The students said they wanted their shanties to make people think about homelessness, poverty, illiteracy, world hunger, drug

abuse, and racism and prejudice. They also dumped garbage into a campus fountain to symbolize a landfill.

Sarah Martin (above, left) and Sara Samuelson, both sophomores, taped cardboard and wood together to construct one of eight shanties for Shantytown USA.

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PORTRAIT

A Muse to Generations of Architecture 'Enthusiasts'

By LAWRENCE BIEMLER

JACK, an Alaskan malamute, has been shackled in the station wagon's back seat, and anyway it's crowded with rowing gear. Sa Vincent Scully insists on sitting in back, sprained ankle and all, while his embarrassed guest rides up front with Catherine Lynn, Mr. Scully's wife. On the way to the restaurant, Mr. Scully—gentle and charming over late-afternoon chardonnay on the porch—reveals himself as a possibly compulsive and certainly relentless back-seat driver. "Look out, Tappin!" he cries to Ms. Lynn. Then, "What the hell is he doing?" and "Watch that one!" and "To the right! To the right!"

Ms. Lynn seems unruffled, but the drive is disconcerting, to say the least. Later, though, it begins to make sense: Vincent Scully's keen and restless eyes see Greek temples, French gardens, New England summer houses, and New York skyscrapers in ways that have made architecture compelling for two generations of Yale University students and far countless readers of his 15 books. He's hardly going to sit back idly in the car staring at the upholstery rather than at the world outside, imagining nothing.

Mr. Scully, who at 72 sits fit by rowing several times a week, began teaching art history at Yale in 1947 and retired—very much against his will—at the end of academic 1990-91. He still complains about the university's "draconian retirement law," but now things seem to be working out more to his satisfaction.

Dispensation From Yale

The University of Miami has invited him to teach each spring, alternating his legendary "Introduction to Architecture" class with his famous "Modern Architecture" course. Mr. Lynn has been hired to teach architecture and historical preservation classes. At the end of the semester, they'll round up Jack, his two dogs, and Mr. Scully's invaluable slides for the trip back to Yale, which has given Mr. Scully dispensation to resume teaching his introductory course every fall.

"Now, the garden at Chantilly," Mr. Scully tells an auditorium crowded with Miami students the next day, "was designed by Le Nôtre for the Prince de Bourbon, known as Le Grand Condé, who had the basic victory that created modern France."

"The chateau was an irregular shape, and Le Nôtre turned the angle of the entrance road 90° so that it crosses in front of the chateau, aiming at an equestrian statue. With the chateau kind of falling out to the left."

Mr. Scully's slides, projected by a pair of machines, climb with him up the road's grade.

"As you reach the statue, step by step, you begin to see the great basin and the parterre," he says. On the screens are spent Chantilly's lawns, tapestries, and gardens, as flat as a drawing, yet so alive.

Mr. Scully has promised. "It's different from Vaux-le-Vicomte or Ver-



Vincent Scully, who has just published his 15th book on architecture: "I'm after the disappearing and reformation of perception."

sailles—broader, not long. The garden explodes with energy. It's a portrait of a covetous general."

Mr. Scully's genius as a lecturer is to walk alongside his students, serving as an enthusiastic and informed guide to the Tao Pao, Houdier's Villa, Abbot Suger's improvements at St. Denis, Beron Chantilly. Instead of cataloging architects and styles, he describes the experience of visiting a building and talks about its spatial, historical, and iconographic context.

"I'm after the disappearing and reformation of perception," he says, explaining why he has continued to teach—and revise—the same courses for so long. Edward T. Tootle, II, now Miami's president, remembers taking Mr. Scully's introductory course in the late 1950's. "He was able to take an hour in a day and create an atmosphere of electricity among hundreds of undergraduates. You'd leave the class and undergraduates would be arguing in knots over this work of art or that." Adds Mr. Tootle: "His greatest power as a teacher was not to lecture but to open our eyes—he didn't make experts of us, but enthusiasts."

An Experiential Approach

Mr. Scully's books are every bit as good as his lectures—or better, in that the reader is sure to discover favorite sentences and can later revisit them. The latest book, published earlier this year, is *Architecture: The Natural and the Man-made*. Illustrated with reproductions of the slides Mr. Scully has taken over the years to use in class-

"I was trying to get involved in the meaning of the garden in French history," says Mr. Scully, whose text is always slipping past the velvet ropes that confine both tourists and other architecture books. In Mr. Scully's company, for instance, the reader goes to Louis XIV himself at Versailles. "Standing on the Parterre de Mdl with his guide-book," Mr. Scully's tour, better even than the one Louis proposed in his *Mémoire de monner le Jardin de Versailles*, leads us from forecourt to courtyard, from water and grass and stone to the larger ideas they have been shaped to represent—Louis's new France.

As always, Mr. Scully takes us by the elbow and turns us gently to get the best view. We are not at Versailles all at, but at a Cuban rowing club on Key Biscayne that has offered him a place to store his boat for the semester. Coming out here this morning in a rented sedan, Mr. Scully has been so relaxed and so good as his lectures—or better, in that the reader is sure to discover favorite sentences and can later revisit them. The latest book, published earlier this year, is *Architecture: The Natural and the Man-made*. Illustrated with reproductions of the slides Mr. Scully has taken over the years to use in class-



College theater productions win top awards

WASHINGTON—Five university theater departments were invited to bring productions to the Kennedy Center for this year's American College Theater Festival.

The productions were:

■ *The Balcony* (above), by William Shakespeare, University of Missouri at Columbia.

■ *A Warring Absence*, by Jody Duncan, winner of the National Student Playwriting Award; California State University at San Bernardino.

■ *A Store Bought Is Dead*, by

Althea Fugard, John Kani, and Winston Ntshona; James Madison University.

■ *Strands*, by Eric Wilson, who won the Lorraine Hansberry Playwriting Award; University of Missouri at Columbia.

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Scholarship



Eunice Upton: "I began to hear voices within myself that were fun, and easy, much more fun than I'd been hearing in my life as an art historian."

Experience and Expertise Meet in New Brand of Scholarship

By SCOTT HELLER

A small journal housed at City College of the City University of New York is learning the perils of setting up shop in Moscow. *Nonconformist Papers*, established in 1973, is the twice-yearly journal of the Association for the Study of the Nationalities of the USSR and Eastern Europe, a group of some 400 scholars who specialize in the study of the ethnic minority groups in the region.

In response to glasnost, and well before last August's coup, the editors decided to start a Russian edition that would be edited at City College but printed in Russia and distributed from Moscow.

The editor in chief, Henry R. Huttenbach, a professor of history at City College, said he thought it was the first such venture by a Western scholarly journal in the former Soviet republics. No wonder, then, that the pilot edition, which was released recently and is apparently a success, got off to a rocky start.

The announcement of the new venture said the first volume would be printed and distributed "in conjunction with" the Institute for the Development of Moscow, but Mr. Huttenbach confessed that he wasn't even sure what that was. For now, he said, it was serving as a Moscow mailing address.

"At the moment, we don't know from today till tomorrow whether an institution [in Russia] is going to stay alive," he said. "We're looking for a permanent home."

Mr. Huttenbach said the greatest obstacle to getting the first issue out was finding paper to print it on. The association had to pay a high price, in hard currency, on the black market.

"It was a little adventure in itself," he said. "We're pleased it worked out, but now we're trying to stabilize."

His audience are the No. 1 seller at the nation's truck stops. Now he's an author for the University Press of Mississippi.

The press has collected 124 of the stories of the country comedian Jerry Clower in *Stories From Home*, which was released last month. Mr. Clower, a star of the Grand Ole Opry who spins tales about life in the rural South, has a big following among country-music fans.

It sounds like an unlikely marriage, but editors at the press have the hopes for the book.

"While not a traditional author of a university-press book, Jerry Clower represents the tradition of Southern story telling," says JoAnne Pritchard, editor in chief at the press who approached Mr. Clower about the project. The book includes a foreword by Willie Morris as well as an interview of Mr. Clower by Ms. Pritchard.

Hoping to capitalize on Mr. Clower's popularity, the press is going out with its biggest initial press run ever for *Stories From Home*—15,000 copies—and plans to distribute it at bookstores around the country. Truck stops may not be far behind.

Before we meet, I feel as though I know her. She's a New York maven, full of instructions about where to stay and where to eat. I grew up in Brooklyn. I know the type.

We get together at a café on the Upper West Side, her choice. I'm early, for a change, but she's late. I don't know what to expect from her big laugh and raspy telephone voice. Her book, too, is kind of lusty. She loves food, and her husband, a lot. So I'm surprised when she turns out to be smaller than I expected. She's dressed like an art student, not a former art-history professor—little white T-shirt, black jeans, and clunky black shoes. Her hair is ▶

New Brand of Scholarship Mixes Experience, Expertise

red—no, more like burgundy, really. I want a piece of cake. But she orders coffee only, so I do the same.

A working-class girl from the Bronx makes it. She's a tenured art-history professor. She travels in tony circles, speaks at museums, jets to France to do her research. But it's not enough. She feels constrained. Bored, even. She writes, but she's not really there in the work, on the page. She's had enough of great male artists. She wants to write about women, working women—the models whose faces and bodies are immortalized, but whose names are lost to history.

Victorine Meurent, the model for some of Edouard Manet's greatest paintings, haunts her. Meurent is "Olympia," the red-head who reclines, nude, and stares at the viewer. She is neither brazen nor ashamed. She can say Yes or No. The decision is hers.

In 1987, Eunice Lipton went to Paris to research the life of Victorine Meurent. When she returned, she made a sudden decision to quit teaching at the State University of New York at Binghamton and to become a full-time writer.

"I began to hear voices within myself that were fun, and sexy, much more fun than I'd been hearing in my life as an art historian," she says.

From the Bronx to Success

Her forthcoming book, *Alas Olympia: A Woman's Search for Manet's Notorious Model and Her Own Desire* (Charles Scribner's Sons), sets those voices free. The book traces Ms. Lipton's career as an art historian, from a disapproving Bronx home to scholarly success. She takes the reader inside the frustrations of her research on

the model, trying to put together the pieces of a life ignored by most art historians.

The book is a bold example of a new kind of scholarship that freely mixes personal elements and research expertise. Ms. Lipton pushes the boundaries further and creates fictional scenes and invents lovers for the model, whom she imagines as a strong-willed Bohemian woman who lived a dignified life even after her years as a model were over.

For Ms. Lipton and other feminists, the division between personal

and attempt to understand why men ate the way they do and to come to terms with it emotionally.

As a tenured professor, Ms. Lipton did not have to worry about losing professional standing by publishing an unorthodox book. But she was still nervous, fearing that it would satisfy neither a scholarly nor a popular audience.

She drew support from a writing group made up of Duke colleagues, each of whom is working on a personal project. They include Marjanna Targovnik of the English

"The move to autobiography is almost never accompanied by any real analysis of what an individual's position in a culture or society is."

department, who is writing a book of autobiographical essays, and Alice Kaplan of the Romance-studies department, whose forthcoming book deals with her life as a student of French.

An 'Imperial' Tongue Ms. Tompkins is something of a pioneer in the use of autobiographical elements in her scholarly writing. In a 1987 *New Literary History* essay called "Me and My Shindoo," since anthologized twice, she described academic writing as a "strategic" that kept women from writing in their true voices.

"It is a text of feminist rhetoric that the personal is political, but who in the academy acts on this where language is concerned?" she writes. "We all speak the father tongue, which is impersonal, while degrading the father's ideas."

In a 1990 *College English* essay called "Pedagogy of the Distressed," she reflected on the power relations in the classroom. "It's had more impact than anything

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Continued From Preceding Page

I've ever written," she says. The essay will be part of her next book, tentatively titled *A Life in School*, in which she explores her own schooling, as well as the values she embodies as a teacher.

She presented an excerpt, on her ambivalent relationship to the poetry of T. S. Eliot, at December's meeting of the Modern Language Association. Like her other personal work, it is suffused with regret about choices made and made, and professional rules that never quite meet her needs. Telling these stories "saved my life," Ms. Tompkins says.

"I couldn't stay here if I couldn't do this."

Nancy K. Miller understands. She, too, writes about her anxieties as a teacher and the way in which feminism has shaped her life and work, in *Getting Personal: Feminist Occasions and Other Autobiographical Acts* (Routledge, 1991). Ms. Miller is a professor of English at the Graduate Center of the City University of New York.

Her book calls for "unorthodox" criticism, "a form that she believes can be both intellectually sophisticated and personally involving. Clearly, many scholars are listening. Due out later this year from Duke University Press is a collection of essays called *The Intimate Critique: Autobiography as Cultural Criticism*. A second, similar collection is in the works. And a collection of autobiographical essays by Jewish intellectuals will be published next year.

Writing between two worlds and about multiple identities is a common theme of the new writing, which is inspired by the work of such authors as Adrienne Rich and Salman Rushdie.

Born to an American father and a Japanese mother, Norma Field returned to Japan for a subcultural year in 1989. Ms. Field, an asso-

ciate professor of East Asian languages and civilizations at the University of Chicago, wanders away of its role in World War II, played out during the atomic death watch for Emperor Hirohito.

Memory and Stories

In the *Reclaim of a Dying Emperor: A Portrait of Japan at the End* (Pantheon, 1991), Ms. Field tells the story of her personal experience, especially the experiences of black women like herself. She tells the story of being denied the chance to browse at a New York clothing shop. But when she wanted to include the story in a legal essay, the editor told her that mentioning her race was against editorial policy and had to go.

"My purpose is to set up a conversation about what gets lost in certain legal discussions," she says. "These stories cannot be told in the abstract."

Suspicious of the Personal David Simpson of the University of Colorado at Boulder is suspicious of the personal tone to scholarly writing, which he considers to be an evasion of politics. He detects two strands. One invokes "liberal authenticity" and can be reduced to a statement like "I felt it, therefore it is true." The second strand, which he calls up to "new identity politics," comes to mean this: "I felt it. I am white. Therefore, this is what white people feel."

Personal writing can inspire other

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Personal writing can inspire other

ers who identify with the writer, says Mr. Simpson, a professor of English. But, he says, "the move to autobiography is almost never accompanied by any real analysis of what an individual's position in a culture or society is."

Ms. Tompkins has heard such complaints, and she rejects them. "Self-indulgence is the charge made by people who are afraid of their own selves," she says.

She and other scholars argue that the new genre makes intellectual sense, growing out of feminist and postmodern critiques of objectivity and history that have taken hold in the humanities today. So-called reflexive anthropology, which emphasizes the position and status of the cultural observer, has had an impact as well.

Ms. Miller does not see the work as a throwback to the days before theory and cultural theory came to define the academic landscape. "All the autobiographical work being done now has passed through the sieve of theory," she says. But she points out that successful examples offer scholarly insights and relevance to a wider audience.

Scholars defend the work on another count: It's honest. "We're acknowledging that there is an autobiographical basis to the work we do," says Patricia Yeager, associate professor of

English at the University of Michigan. "It's healthier to acknowledge than to repress it."

Ms. Yeager says friends were taken aback when she began research on how childbirth is represented in literature, since she cannot have children. (She has adopted a daughter.) Now she deals with the matter directly, explaining that her "alienation from the birth plot" gives her a sense of the way many men feel about a process they watch but don't experience.

In some cases, personal criticism makes sense as a way to analyze writing that is itself quite personal. Diane P. Freedman, an assistant professor of English at Skidmore College, writes personally in discussing the poetry and essays of such writers as Adrienne

Rich, Alice Walker, and Marge Piercy. She includes her own poetry in the book as well.

'Great Risk'

The project began as a dissertation, which her advisors discouraged her from pursuing. But it has just been published as a book, *An Alchemy of Genes: Cross-Gender Writing by American Feminist Poets-Critics* (University Press of Virginia). Ms. Freedman is also one of three editors of *The Intimate Critique* collection.

"For young untenured women, the personal voice is chased with great risk," says Ruth Behar, associate professor of anthropology at the University of Michigan. Receiving a MacArthur grant in 1989, and then tenure, gave her the

chance to try. The result—*Unsettled Woman: Crossing the Border With Experience's Story*—will be published this year by Beacon Press. It describes Ms. Behar's relationship with a Mexican woman, whose life story she "translates" through the prism of her own experiences and scholarly expertise.

Ms. Lipton, too, has spent years trying to understand—and share—the life of another woman, a model who hoped for an artistic career of her own. She emerged only with fragments of a life, not the heroine for whom she had hoped. But she found that Victorine Meurent died in 1927, years later than most people had believed. And Meurent exhibited her own paintings four times. One was sold at auction after she died.

"She asks me what I think. Can I answer? Am I compromising my objectivity? Why do I have to speak in italics?"

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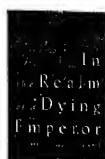
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My father's coffin traveled in under the tree that my English grandmother had planted the first time she visited that house to free, where, as a child, I had pretended to be Torzan, swinging from the branches, oblivious of the cultural politics of my play) and up onto this veranda, passing by the office where he had been Mr. Joe Appiah, barrister and solicitor of the Supreme Court of Ghana.

—Kwame Anthony Appiah, professor of Afro-American studies at Harvard University, in *In My Father's House: Africa in the Philosophy of Culture* (Oxford University Press, 1992)



"I can't taste her New Year's feast this year. She would laugh and protest, earnestly too, if she heard me calling it a feast. I can't make anything, just the same old things, she would say, standing at the stove, stirring, stirring, whether tired, sick, or as happens most often, worry-filled—over fading business, distant grandchild, worn-out tree, slandering scandal, nilling goldfish, leekling roof, barbarous husband, wrong-sized beans: so much care cooked into a pot, rising in the steam and into our hearts, infusing us in turn with attachment to the world."

—Norma Field, associate professor of East Asian languages and civilizations at the University of Chicago, in *In the Realm of a Dying Emperor: A Portrait of Japan at Century's End* (Pantheon, 1991)



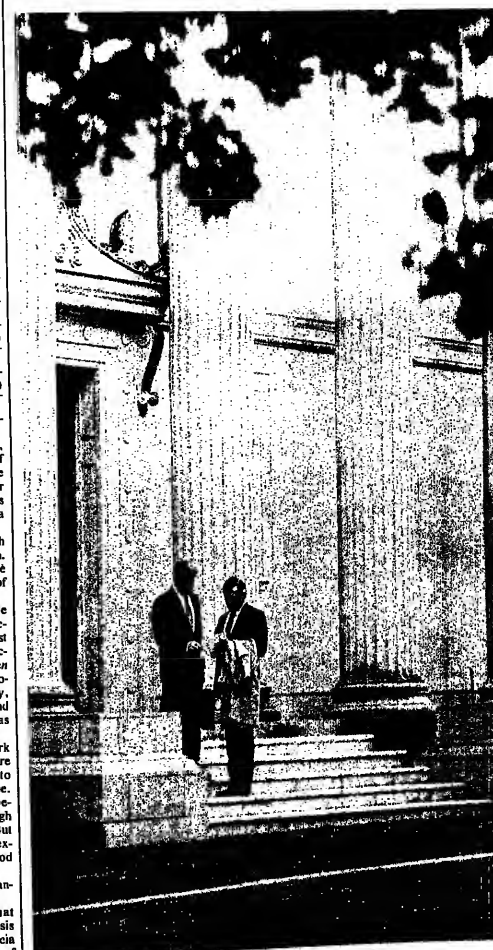
"When I think of the hero in this work, when I think of Stone or Thams Dunsen or Elton Edwards, the tough lonely men who laid it over others in countless films, my throat constricts. So much pain sustained internally and denied. So much suffering not allowed to speak its name. When he rides out of town at the end, the hero bears his burden by himself. When I think of how he feels, no words coming out, everything closed inside, the internal bleeding, the sadness of the genre is terrible, and I want to cry."

—Jane Tompkins, professor of English at Duke University, in *West of Everything: The Inner Life of Westerns* (Oxford University Press, 1992)



"I try to imagine what it would have been like to have a disconcerting white man buy me, after a fight with his mother about prolonged backslashed wonder what it would have been like to have a twelve-year-old man own the secrets of my puberty, which he bought to prove himself sexually as well as to increase his livestock of slaves. I imagine trying to please, with the yearning of adolescence, a man who truly did not know I was human, whose entire belief system resolutely defined me as onimal, choicer, willing one."

—Patricia J. Williams, professor of law at the University of Wisconsin at Madison, in *The Alchemy of Race and Rights* (Harvard University Press, 1991)



National Academy of Sciences Elects 59 Members, 14 Foreign Associates

WASHINGTON
The National Academy of Sciences has announced the election of 59 new members and 14 foreign associates from 11 countries in recognition of their distinguished and continuing research achievements.

Jan D. Ashkinash, professor of engineering and director of the Center for Quality Engineering and Failure Prevention, Northwestern U.
Thomas J. Ahrens, professor of geophysics, California Institute of Technology.
Abram Aronson, professor of psychology, U. of Texas at Austin.
Neal R. Asmussen, professor of chemical engineering and mathematics, U. of Houston.
Hana G. Audaman, professor of chemistry, Stanford U., and deputy director of the Stanford Center for Materials Research (Stanford, Cal.).

James G. Anderson, professor of atmospheric chemistry, Harvard U.
Dariusz E. Brzezinski, professor of plant pathology and biochemistry in the Agricultural Experiment Station, U. of California (Davis).
Donald L. Burkholder, professor of mathematics and statistics, U. of Illinois at Urbana-Champaign.
John B. Connett, professor of chemistry, Iowa State U.
William R. Dickinson, professor emeritus of astrophysics, U. of Arizona.
Anthony O. Fasel, chief of the Laboratory of Immunoprecipitation and director of the National Institute of Allergy and Infectious Diseases, National Institute of Health.
Jarema I. Friedman, head of the physics department, Massachusetts Institute of Technology.
Yuan-Chao H. Pang, professor of bioengineering and applied mechanics, U. of California at San Diego.
Robert D. Gallegos, professor of electrical engineering and computer science, Massachusetts Institute of Technology.

Margaret J. Gailor, senior scientist at the Smithsonian Astrophysical Observatory and professor of astrophysics, Harvard U.
William T. Orem, professor of psychology and neuroscience director of the Beckman Institute, U. of Illinois at Urbana-Champaign.
Carol A. Gross, professor of bacteriology, U. of Wisconsin at Madison.
Martin C. Gubellini, research staff member, Thomas J. Watson Research Center of the International Business Machines Corporation (Yorktown Heights, N.Y.), and adjunct professor of metallurgy, Columbia U.
John G. Haranyi, professor emeritus of business administration and economics, U. of California at Berkeley.
James J. Heckman, professor of economics, U. of Chicago.
Stephen F. Heinemann, director and professor in the Molecular Neurobiology Laboratory, Salk Institute (La Jolla, Cal.), and adjunct professor of medicine, U. of California at San Diego.

Malvin Hoshater, professor of mathematics, U. of Michigan.
Daniel H. Janzen, professor of biology, U. of Pennsylvania.
Thomas J. Kelly, Jr., professor and chair of molecular biology and genetics, Johns Hopkins U.
Henry W. Kendall, professor of physics, Massachusetts Institute of Technology.
Hana Kanda, professor of botany and plant pathology, Michigan State U.
Robert S. Langley, professor of chemical and biomolecular engineering, Massachusetts Institute of Technology.
John H. Law, professor of biochemistry and director of biotechnology, U. of Arizona.
Ronald D. Lee, professor of demography and economics, U. of California at Berkeley.
Stanley Liberman, professor of sociology, Harvard U.
Dign F. Lissner, research scientist, Smithsonian Tropical Research Institute (Panama, Panama).
Richard M. Lesh, professor of biology, Harvard U.

Philip F. Low, professor of physics, U. of Chicago.
George Luzzig, professor of biology, Massachusetts Institute of Technology.
Robert MacPherson, professor of physics, Massachusetts Institute of Technology.
Christopher F. Meier, professor of physics and astronomy and director of the Science Laboratory, U. of California, Berkeley.
Steven L. McElroy, staff scientist, State Institution of Washington, Washington, D.C.
Henry Metzger, chief of the section of chemical immunology in the laboratory of immunology and infectious diseases, National Institute of Health.
Harry F. Miller, professor of biology, molecular biology, U. of Colorado, Santa Cruz.
Bart W. O'Malley, professor and director of biology, Baylor College of Medicine.
Thomas D. Pollard, professor of cell biology and anatomy, Johns Hopkins U.
Stanley B. Prusiner, professor of pathology, virology, and biochemistry, California at San Francisco.
Randy W. Schekman, professor of chemistry and head of the laboratory of chemistry and molecular biology, U. of California at Berkeley, and senior Howard Hughes Medical Institute research fellow.
Stuart F. Schlosman, professor of physics, Harvard U., and chief of the section of tumor immunology and immunotherapy, Dana-Farber Cancer Institute (Boston).
Richard E. Seabrook, professor of chemistry, Massachusetts Institute of Technology.
George E. Sidel, Jr., professor of physics, Colorado State U.
Paul E. Sigler, professor of molecular physics and biochemistry, Yale U. (New Haven, Conn.) and Howard Hughes Medical Institute (Bethesda, Md.).
Susan Solomon, senior scientist in the Tree-Ring Laboratory, National Oceanic and Atmospheric Administration (Silver Spring, Md.).
JoAnne Stubbs, professor of chemistry, Massachusetts Institute of Technology.
F. William Studier, senior research Brookhaven National Laboratory (Upton, N.Y.).
Harry L. Sweeney, professor and director of the Center for Nonlinear Dynamics (U. of Texas at Austin).
Joe Tsao, professor of physics and engineering, Brown U.
George A. Thompson, professor of geophysics, Stanford U.
Walter W. Tjallingii, professor and head of the Clayton Foundation Laboratory in Peptide Biology, Salk Institute (San Diego, Cal.).
Peter M. Villanar, professor of biological sciences, Stanford U.
Bert Vogelstein, professor of medicine, Johns Hopkins U.
Alison E. Wagner, professor of pathology, Yale U.
Raymond L. White, professor of immunology, U. of Utah, and senior Howard Hughes Medical Institute (Bethesda, Md.).
David J. Wineford, fellow, National Institute of Standards and Technology (Gaithersburg, Cal.).

FOREIGN ASSOCIATES

Carl J. Ballhausen, Denmark, professor and head of physical chemistry, University of Copenhagen.
Anyasud D. Buckingham, Australia, professor of chemistry, Cambridge University.
Cornelia T. de Wit, the Netherlands, professor of theoretical physics, University of Utrecht.
Jacques Friedland, Pennsylvania, professor of mathematics, University of Pennsylvania.
Stephane W. Hawking, England, professor of physics, Cambridge U.
Paul F. Hoffman, Canada, research fellow, Geological Survey of Canada.
Richard M. Kelly, Australia, research professor, Oxford U. and Imperial College (London, U.K.).
Ernesto A. Medina, Venezuela, professor of physics, Universidad Simón Bolívar.
Lennart Philippon, Sweden, director of the European Molecular Biology Laboratory (Heidelberg, Germany).
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FELLOWSHIPS

THE ABE FELLOWSHIP PROGRAM

The Social Science Research Council (SSRC), the American Council of Learned Societies (ACLS), and the Japan Foundation Center for Global Partnership (GCP) are now accepting applications for the 1992-1993 Abe Fellowship Program. The Program's aim is to encourage international multidisciplinary research on topics of pressing global concern in order to foster development of a new generation of researchers interested in long-range policy-relevant topics. The Abe Fellowship Program seeks especially to encourage a new level of intellectual cooperation between Japanese and American research communities in order to build an international network of scholars committed to and trained for advancing global understanding and problem solving.

■ Abe Fellowships are designed to provide support for Japanese and American research professionals with a doctorate or with an equivalent level of professional training as well as third country nationals affiliated with an American or Japanese institution. Applicants should be interested in conducting research in the social sciences and the humanities relevant to any one or combination of the following themes: *global issues, problems common to advanced industrial societies, and issues that relate to improving U.S.-Japan relations.*

■ Abe Fellows will be eligible for up to 12 months of full-time support although fellowship tenure need not be continuous. Terms of the fellowship are flexible, and are aimed at meeting the differing needs of Japanese and American researchers at different stages in their careers.

■ Fellows will be expected to affiliate with an American or Japanese institution appropriate to their research aim, and the Fellowship will typically be used for extended residence in the country of study and research.

■ Application forms may be obtained from the Social Science Research Council and must be accompanied by a ten page statement of the proposed research activity. *The deadline for submission of applications is September 15, 1992.* The awards will be announced by the end of November for the 1993-94 year. For further information about eligibility or to request an application contact:

The Abe Fellowship Program
The Social Science Research Council
805 Third Avenue, New York, NY 10158
Tel: (212) 661-0280
Fax: (212) 370-7888

Applications are Invited for 24 Ph.D. and 6 Master's Fellowships for 1992-93 at University of North Texas School of Library and Information Sciences

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Medical Informatics (6)
Leadership Faculty for Schools of Library and
Information Studies (6)
Master's Fellowships are available in:
Computer-Assisted Information Systems (6)

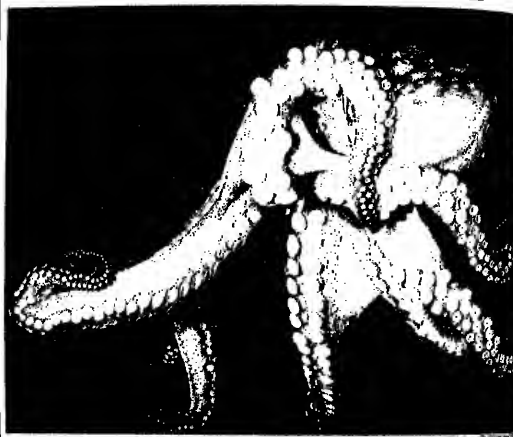
All fellowships have been awarded to University of North Texas School of Library and Information Sciences by the U.S. Department of Education under Title III of the Higher Education Act. All Ph.D. applicants must meet the admission requirements of the school's interdisciplinary Ph.D. program in information science. Preference will be given to candidates who have demonstrated prior interdisciplinary educational work or research experience. All master's applicants must meet the admission requirements for the Master's of Science Degree program. *Applications will be considered as received, with deadline for applications June 15, 1992.*

Recipients will receive:
1. \$7,400 stipend for Ph.D. and \$5,400 for Master's
2. Tuition for fall, spring, and summer terms
3. Related costs for participation in program, including travel to national association meetings.

For information regarding fellowships, contact:
University of North Texas School of Library and Information Sciences
P.O. Box 13796, Denton, Texas 76203
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RESEARCH NOTES

- Octopuses are shown to learn behavior through observation
- Salamanders are found to survive with extra chromosomes
- Plant is genetically altered to produce biodegradable plastic
- Study shows people prefer spouses who confirm self-image
- Survey finds Russians divided on merits of foreign investment



In experiments with "Octopus vulgaris," the animals that watched a certain task learned it more quickly than the ones trained to perform it.

Two scientists in Italy have discovered that octopuses, like humans, can learn new behavior by watching others.

Researchers had long believed that invertebrates, particularly those that, like octopuses, do not live in social groups, could learn only through direct experience. But in the April 24 issue of *Science*, Graziano Fiorito of the Stazione Zoologica A. Dohrn in Naples and Pietro Scotto of the University of Reggio Calabria in Catanzaro said that their experiments with *Octopus vulgaris*, the common octopus, showed that such invertebrates could learn merely by watching the actions of others of their species.

In their study, the scientists trained a group of octopuses to select one of two balls, colored red or white, that were presented simultaneously.

A second group of octopuses was allowed to watch the training. The scientists say the rapid head and eye movements of the observers in the second group showed that they were paying close attention. In fact, when tested one and five days after the training period, the octopuses that were strictly observers were found to have learned the tasks more rapidly than those that had actually undergone the training.

The scientists said their findings were especially interesting because of the highly developed brain of the octopus and "its intriguing analogies with the neural organization of vertebrate brains." They added that the experimental results also raise questions "about the function

of such learning in the natural environment of octopuses."

—KIM A. MCINATY

Most vertebrate animals that acquire extra sets of chromosomes are unable to survive.

But a team of biologists has discovered that some female North American salamanders with that trait have thrived and remained genetically unchanged for four million years, because their extra chromosomes can prevent the mingling of genes from their mates.

The biologists, from Pennsylvania State University and the University of Guelph in Ontario, said in the April 23 issue of *Nature* that the unusual female salamanders "represent the most ancient known unisexual vertebrate lineage as old as the 100,000-year-old

lineage of Mexican fish, a species previously thought by scientists to be the oldest-known unisexual vertebrate."

The scientists estimated the age of the lineage of salamanders

from males of any of the salamander species living nearby only to date. The growth process by parthenogenesis, the process by which females produce their eggs without fertilization, "but almost never do the males contribute any genetic material to the eggs."

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which are all members of a genus called *Ambystoma*, by studying the rate of genetic mutation in the animal's mitochondrial DNA, a type of genetic material transferred unchanged from mother to daughter. In vertebrates, mitochondrial genes develop mutations at a fairly regular rate, so that the number of mutations give a picture of a lineage's age.

Nobody expected the mitochondrial clock to tell us that these salamanders are four million years old, but that was the result," said S. Blair Hedges, a postdoctoral research associate at Penn State.

The scientists said further study of the salamander lineage's ability to survive, in spite of its extra set of chromosomes, could improve the understanding of human fetal development.

"If a human fetus were to acquire so many extra chromosomes, it would simply fail to survive," said Ms. Maxson. "Understanding how these salamanders can function normally with lots of extra chromosomes may eventually help us understand more about fetal development in humans." —K.A.M.

Scientists have been able to alter the genes of a plant to make it produce a biodegradable plastic.

Many species of bacteria create a biodegradable plastic, called polyhydroxybutyrate, that can be molded with heat. But at about \$12 a pound, the plastic that can be produced by fermenting the bacteria is too expensive to be practical.

Now scientists have taken a first step toward harvesting the plastic from plants by taking the bacterial genes used to create the plastic and inserting them into plants.

Christopher Somerville, a professor of botany at Michigan State University, with colleagues there and at James Madison University, reported the advance in the April 24 issue of *Science*.

The scientists put two key genes for the plastic into plants of the species *Arabidopsis thaliana*. The plants are frequently used for research because they grow and reproduce rapidly. Each gene was introduced separately into a line of the plants and then the lines were cross-fertilized to create a hybrid.

Only about 0.1 per cent of a hybrid plant's weight is plastic, but the scientists said that with further tinkering it should be possible to create plants that make the plastic more efficiently.

Michigan State University has filed for a patent on the process. William Happer, the director of the Department of Energy's Office of Energy Research, which supported the experiments, said the results hold "tremendous promise for commercial applications."

The research, Mr. Happer said, opens the way to making plastic without using fossil fuels and to altering plants to make other kinds of useful materials.

—DAVID L. WHEELER

People with negative self-concepts tend to be drawn to spouses who think poorly of them, according to a newly published study by three psychologists.

In a report in the current (March) issue of *Psychological Science*, the journal of the American Psychological Society, William B. Swann, Jr., and Chris De La Ronde of the University of Texas at Austin and Gregory Hixon of the University of Connecticut noted that, despite a large body of literature indicating that people seek approval in their social relationships, some recent research suggested that they also want confirmation of their views of themselves.

The researchers also noted that, while laboratory studies have shown that people with firmly held negative self-images tend to prefer interaction with partners who view them unfavorably, no research has tested that tendency outside the laboratory.

For their study, Mr. Swann and his colleagues recruited 95 married couples from a shopping mall and a horse ranch in central Texas. Three batteries of tests were administered to the couples, measuring each person's self-concept, opinion of his or her spouse, and commitment to the marriage.

The researchers found that, among those people with a negative self-image, the ones with the partners whose opinion of them confirmed that view expressed the strongest commitments to their marriages. The researchers also found that, among the people with positive self-concepts, those whose spouses thought favorably of them were most committed to their marriages. Those with moderate views of themselves did not ap-

pear to be influenced one way or another by their partners' appraisals.

The researchers cautioned that their study measured only correlations and should not be read to suggest that a spouse's opinion was the reason for a person's commitment to his or her marriage.

—ELLEN K. COUGHLIN

Russians are sharply divided over the benefits of foreign investment in their country, a new study has revealed.

In a survey of nearly 2,000 Russians conducted in January and February, 52 per cent of the respondents said they believed such investment would improve the economy, while 40 per cent said

they feared foreign investment would lead to a loss of Russian control over the economy.

The survey, the results of which were released by Emory University, was directed by Ellen Mckiewicz, a political scientist there.

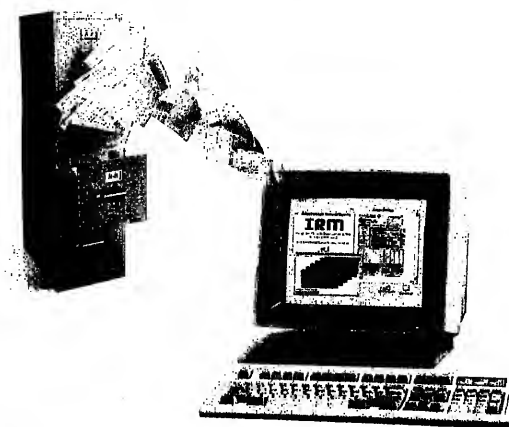
Forty-four per cent of the survey's respondents approved all foreign investment in the Russian oil, gas, and mineral industries; some 40 per cent were opposed to such investment in newspapers, radio, or television.

A comparative survey in December and January of nearly 4,000 people in Russia, Ukraine, and Uzbekistan revealed that a majority of respondents in all three states saw internal political unrest as a greater threat to their security than foreign invasion.

—K.K.C.

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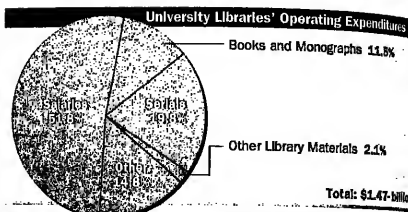
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Holdings of Research Libraries in U.S. and Canada, 1990-91

University Libraries	Rank ¹	Volume in library	Volume added	Current volume	Total staff	Total expenditures
Harvard U.	1	12,189,409	402,884	96,704	1,134	\$50,249,192
U. of California	2	7,067,027	186,270	87,530	776	\$2,729,415
Yale U.	3	9,013,991	166,244	52,210	689	\$8,151,200
U. of California	4	6,179,973	179,309	96,723	602	\$1,026,086
U. of Toronto	5	9,061,628	196,681	39,018	692	\$6,430,915
U. of Illinois	6	7,918,951	170,483	81,017	502	\$4,492,424
U. of Michigan	7	9,976,152	126,763	70,187	619	\$5,759,419
U. of Texas	8	6,505,218	215,341	82,192	566	\$4,447,403
Stanford U.	9	5,987,592	142,889	50,157	536	\$1,697,882
Columbia U.	10	8,142,293	122,218	60,764	633	\$5,295,888
Camel U.	11	5,344,491	146,157	69,929	570	\$2,672,852
U. of Washington	12	5,065,849	153,014	53,408	511	\$2,378,641
U. of Wisconsin	13	5,133,437	111,980	49,628	621	\$2,500,042
U. of Minnesota	14	4,761,830	117,678	42,304	526	\$2,396,140
Indiana U.	15	6,099,250	166,020	38,782	473	\$1,931,037
U. of Chicago	16	5,328,849	140,673	48,876	389	\$5,083,476
Penn State U.	17	4,558,256	135,253	38,253	390	\$1,748,412
Pennsylvania State U.	18	3,391,246	112,240	33,460	478	\$1,506,042
Oxide U.	19	4,015,038	167,705	35,564	331	\$1,818,597
Rutgers U.	20	3,302,416	87,801	28,151	512	\$2,562,499
Ohio State U.	21	4,917,098	96,734	32,151	474	\$1,020,798
U. of North Carolina	22	3,856,378	112,134	30,223	361	\$1,436,137
U. of Arizona	23	3,817,381	128,928	31,919	376	\$1,708,484
U. of Pennsylvania	24	3,756,782	85,668	32,118	366	\$1,640,959
U. of British Columbia	25	3,519,879	100,396	22,729	406	\$8,607,619
Arizona State U.	26	2,712,534	114,344	33,980	345	\$1,640,959
New York U.	27	3,151,489	74,899	28,817	438	\$1,129,172
U. of Rhode Island	28	2,896,681	110,448	27,831	439	\$1,028,682
U. of California at Davis	29	2,441,855	80,495	25,042	327	\$6,307,264
U. of Georgia	30	2,888,130	70,836	24,851	366	\$2,510,978
Northwestern U.	31	3,850,250	85,912	37,054	353	\$4,292,619
U. of Alberta	32	3,759,872	85,920	23,086	377	\$1,659,603
U. of Virginia	33	3,258,048	93,717	25,355	340	\$5,186,984
U. of California at San Diego	34	2,055,113	123,304	23,784	373	\$6,296,577
Johns Hopkins U.	35	2,802,881	76,729	20,677	338	\$1,968,060
U. of Southern California	36	2,685,444	87,110	36,844	358	\$5,231,319
Wayne State U.	37	2,578,970	205,836	24,658	329	\$1,896,794
U. of Pittsburgh	38	2,962,961	94,481	23,045	354	\$1,493,938
U. of Kansas	39	2,860,785	79,583	20,902	330	\$1,132,493
Michigan State U.	40	2,811,983	81,083	28,142	314	\$1,031,442
McGill U.	41	2,570,377	70,814	17,912	322	\$1,646,980
U. of Maryland	42	2,119,523	71,330	22,828	348	\$5,067,442
U. of Iowa	43	3,174,269	77,204	19,514	263	\$2,653,126
U. of Hawaii	44	2,573,224	73,902	36,363	236	\$1,046,926
U. of Connecticut	45	2,654,744	89,819	23,292	289	\$2,306,444
U. of Colorado	46	2,552,972	83,596	22,337	231	\$1,851,921
Woodbury U.	47	1,961,132	86,821	19,082	301	\$1,801,787
Washington U.	48	2,942,317	70,316	25,428	308	\$1,161,187
Texas A&M U.	49	2,862,348	71,944	26,428	308	\$1,161,187
Emory U.	50	2,101,887	84,039	22,287	263	\$1,346,980
U. of California at Santa Barbara	51	2,043,462	84,576	30,181	260	\$2,453,601
Oregon State U.	52	1,966,343	60,718	23,842	296	\$2,499,452
U. of Western Ontario	53	2,011,128	68,616	17,038	267	\$2,226,827
U. of Colorado	54	2,249,410	64,584	20,563	228	\$1,372,481
Boston U.	55	1,809,437	84,836	26,437	271	\$1,704,047
U. of Laval	56	1,805,281	64,424	15,841	264	\$1,223,186
U. of Notre Dame	57	2,094,598	107,736	20,231	199	\$3,038,620
Florida State U.	58	1,838,507	118,050	19,731	244	\$2,892,327
U. of Kentucky	59	2,212,083	56,597	27,902	271	\$6,465,307
U. of New Mexico	60	1,760,648	61,235	18,230	347	\$2,190,872
Massachusetts Institute of Technology	61	2,223,822	50,015	21,677	246	\$1,033,389
U. of Cincinnati	62	1,781,095	56,874	20,564	310	\$2,475,557
York U. (Canada)	63	1,901,562	59,282	19,817	267	\$1,383,109
Howard U.	64	1,832,789	49,923	25,149	233	\$1,038,044
Louisiana State U.	65	2,874,571	97,360	19,815	281	\$1,765,885
U. of Illinois at Chicago	66	1,606,329	45,999	17,563	294	\$1,800,880
U. of Delaware	67	2,014,431	63,897	23,471	214	\$4,492,250
Purdue U.	68	1,980,819	50,819	19,236	271	\$1,158,746
Brown U.	69	2,503,827	46,788	14,792	274	\$1,144,301
U. of Toronto	70	1,214,674	45,101	22,972	268	\$1,113,268
Brigham Young U.	71	2,132,747	72,848	18,366	380	\$1,150,583
U. of Missouri	72	2,828,304	47,159	17,396	232	\$1,000,908

SOURCE: Association of Research Libraries



University Libraries (continued)	Rank ¹	Volume in library	Volume added	Current volume	Total staff	Total expenditures
U. of Miami	73	1,739,855	51,526	18,349	230	\$10,476,432
U. of California at Irvine	74	1,500,867	52,251	19,522	234	\$2,004,901
U. of South Carolina	75	2,476,527	46,443	20,552	208	\$1,641,091
U. of Nebraska	76	2,089,988	49,183	20,776	231	\$6,841,221
U. of Rochester	77	2,734,373	52,815	13,109	230	\$8,38,380
State U. of New York	78	1,752,232	52,243	20,841	222	\$5,612,641
Iowa State U.	79	1,814,948	44,948	21,487	227	\$8,62,346
Spokane U.	80	2,352,547	32,929	16,733	226	\$7,717,607
Dartmouth College	81	1,973,324	52,880	21,083	185	\$8,737,307
Temple U.	82	2,107,910	48,867	15,414	220	\$7,942,321
Queen's U. (Kingston)	83	1,836,016	44,270	18,806	205	\$10,155,219
Southwestern U.	84	2,144,277	50,092	17,831	234	\$4,472,299
Virginia Polytechnic Institute and State U.	85	1,754,830	54,735	16,265	230	\$1,940,801
McMaster U.	86	1,596,911	46,214	15,281	207	\$9,972,287
Kent State U.	87	2,428,223	47,639	14,038	252	\$1,151,757
U. of Oregon	88	1,531,780	48,250	16,776	217	\$9,843,180
U. of Waterloo	89	1,625,111	44,707	15,369	199	\$8,310,493
Tulane U.	90	1,951,203	50,735	17,236	185	\$2,424,635
Washington State U.	91	1,644,342	39,744	23,017	209	\$6,512,287
U. of Massachusetts	92	1,490,334	38,358	13,700	181	\$6,631,688
U. of Manitoba	93	2,445,150	47,000	13,807	188	\$6,631,688
U. of Alberta	94	1,882,507	41,785	12,405	228	\$2,823,152
U. of Utah	95	1,803,474	53,118	17,045	182	\$7,750,387
U. of Utah	96	1,870,457	56,070	12,444	217	\$7,832,303
U. of Oklahoma	97	1,888,887	44,481	17,440	197	\$6,707,627
Colorado State U.	98	1,372,670	153,078	11,730	137	\$6,707,627
U. of Georgia	99	1,964,116	63,702	13,473	160	\$7,000,000
Ohio State U.	100	1,595,257	57,409	18,276	188	\$7,876,792
North Carolina State U.	101	1,407,875	47,716	16,860	219	\$8,697,229
U. of California at Riverside	102	1,010,796	48,817	12,483	170	\$7,862,040
State U. of New York at Albany	103	1,310,093	43,164	17,218	177	\$6,454,450
Case Western Reserve U.	104	1,732,430	36,320	15,311	168	\$4,651,451
Georgia Institute of Technology	105	1,607,021	40,940	22,227	110	\$6,507,971
U. of Houston	106	1,546,921	27,927	14,862	197	\$6,514,237
Rice U.	107	1,501,162	30,884	12,340	128	\$6,407,081

Non University Libraries

	Volume in library	Volume added	Current volume	Total staff	Total expenditures
Boston Public Library	5,904,605	280,673	16,623	588	\$28,492,150
Canada Institute for Scientific and Technical Information	2,306,513	53,599	30,474	225	\$2,198,597
Center for Research Libraries	3,017,716	46,296	13,648	72	\$2,000,444
Library of Congress	22,036,877	299,448	150,000	5,045	\$97,002,000
UCLA Herb Rieff Library	663,372	16,100	12,800	61	\$1,540,000
Kansas City, Mo. National Agricultural Library	2,104,735	36,054	23,010	235	\$6,748,000
Baltimore, Md. National Library of Medicine	1,481,486	117,530	45,429	498	\$1,085,437
National Library of Medicine, Bethesda, Md.	2,000,511	43,237	27,405	269	\$2,670,330
New York Public Library	8,624,748	125,468	108,615	801	\$8,448,640
New York State Library	2,177,147	27,214	20,250	208	\$6,950,250
Seattle University, Chicago	1,436,324	6,297	6,297	107	\$5,956,189
Smithsonian Institution, Washington	1,320,741	21,391	14,383	125	\$5,000,500

Note: Institutions are listed in order of total volume. The volume figures are based on the most recent data available. The figures for the year 1990-91 are based on the data for the year 1990-91. The figures for the year 1989-90 are based on the data for the year 1989-90. The figures for the year 1988-89 are based on the data for the year 1988-89. The figures for the year 1987-88 are based on the data for the year 1987-88. The figures for the year 1986-87 are based on the data for the year 1986-87. The figures for the year 1985-86 are based on the data for the year 1985-86. The figures for the year 1984-85 are based on the data for the year 1984-85. The figures for the year 1983-84 are based on the data for the year 1983-84. The figures for the year 1982-83 are based on the data for the year 1982-83. The figures for the year 1981-82 are based on the data for the year 1981-82. The figures for the year 1980-81 are based on the data for the year 1980-81. 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NEW SCHOLARLY BOOKS

Continued from previous page

California Press, 385 pages; \$65. Describes pointed bulls of state as strategic instrument of federalism and exchangers and reflectors of political ideology: decorated bulls discussed are Ambrosini Lorenzetti's *Sala del Nave* in Siena; Andrea Mantegna's *Camera Picta* in Mantua; and Giorgio Vasari's *Sala Grande* in Florence.

The Calligrapher as the Artist of the Four (Oxford 34-June 28, 1992). Notes of the official calligrapher, Fu of Hsinan, edited and translated by Arthur S. Link and Manfred P. Bruckner.

Princeton University Press, the two-volume set has 1,263 pages and costs \$99.50. Annotated translation of the French interpreter's transcripts of conversations from the Paris Peace Conference meetings of Woodrow Wilson, Georges Clemenceau, David Lloyd George, and Vittorio Orlando.

The French Revolution, by Larry A. Glassford (University of Toronto Press), 308 pages; \$45 U.S. hardcover, \$19.95 U.S. paperback. Examines the life of a weekly journal founded by a small group of non-revolutionary radicals in Paris.

Fritz Pollard: Pioneer in Racial Advancement, by John M. Carroll (University of Illinois Press), 238 pages; \$34.95. A biography of the American football player, coach, and film producer Frederick Douglass (Fritz) Pollard (1894-1984).

In the Fighting Army: G. F. Mills on the Front Lines, by G. F. Mills on the Front Lines (University of Illinois Press), 184 pages; \$24.95. Draws on the journals and reports of a young man who was hired by California's Commission on Immigration and Housing to investigate himself as a laborer and collect information on the lives of immigrant workers.

Kingdom in Exile: The Zulu Response to the British Invasion of 1879, by John Leach (Manchester University Press), distributed by St. Martin's Press, 283 pages; \$59.95. Discusses economic, military, political, and cultural factors that hindered Zulu efforts to block the British invasion of their southern African kingdom.

Letters from New France: The Upper

Country, 1800-1783, translated and edited by Joseph L. Peyser (University of Illinois Press), 264 pages; \$34.95. Translation of letters from French colonists in the Great Lakes region.

The "Noel Massacre" in Argentina, 1983-1987, by Ronald C. Newton (Stanford University Press), 540 pages; \$49.50. Challenges previous accounts of the extent of Nazi activities and influence in Argentina, including efforts to influence the country's German-speaking population, government, military, and right wing.

Perkins and Progressives: Private Interest and Public Policy in Illinois, 1870-1922, by Thomas R. Perkins (University of Illinois Press), 312 pages; \$45.00. Discusses bureaucratic and other barriers to Progressive reform efforts in the state.

Racism and Reform: The Politics of the Conservative Party Under R. S. Glasford (University of Toronto Press), 308 pages; \$45 U.S. hardcover, \$19.95 U.S. paperback. Examines the life of a weekly journal founded by a small group of non-revolutionary radicals in Paris.

Revealing the Truth, 1848-1898, by Richard H. Russell, Prime Minister from 1930 to 1935. Recounting the truth, 1848-1898: Henry Adams, 1838-1918; and La-bour Relations, by Mark Roussett (Farr Publishers, distributed by St. Martin's Press), 374 pages; \$19.50. Discusses the postwar re-education of the work force in the German Reich.

The Rise and Fall of Philanthropy in East Africa: The Aalen Foundation, by Robert C. Gregory (Transaction Publishers), 254 pages; \$32.95. Describes the activities of Indian and other South Asian philanthropists in East African countries before the exodus of Asian settlers in the 1960s and 70s.

Small World and Social Order: The Bahamian Movement in Two Industrial Cities, 1880-1980, by Ruth Hutchinson (University of Illinois Press), 364 pages; \$39.95. Explores issues of ethnicity, gender, and race in a study of the personnel, programs, and social philosophies of seven settlement houses in Gary and Indianapolis, Ind.

Letters from New France: The Upper

Addresses of Publishers

Bowling Green State U. Popular Press, Bowling Green, Ohio 43403
Havard U. Press, 79 Garden Street, Cambridge, Mass. 02138
Humanities Press, 25 West 45th Street, New York, N.Y. 10036
Peter Lang Publishing, 52 West 45th Street, New York, N.Y. 10036
New York U. Press, 70 Washington Square North, New York 10012
Ohio U. Press, Scott Quadrangle, Athens, Ohio 45701
Pelican U. Press, 43 William Street, New Haven, Conn. 06510
St. Martin's Press, 175 Fifth Avenue, New York 10010
Saracow Press, P.O. Box 4187, Metuchen, N.J. 08840
Isabel Press, P.O. Box 1398, Atlanta 30303
Smithsonian Institution Press, 470 L'Enfant Plaza, Washington 20560
Stanford U. Press, Stanford, Cal. 94305

Transaction Publishers, Rutgers University, New Brunswick, N.J. 08903
U. of California Press, 2120 Berkeley Way, Berkeley, Cal. 94720
U. of Illinois Press, 54 East Gregory Drive, Champaign, Ill. 61820
U. of Iowa Press, Iowa 52242
U. of Pennsylvania Press, 418 Service Drive, Philadelphia 19104
U. of Texas Press, P.O. Box 1519, Austin, Tex. 78713
U. of Toronto Press, 10 St. Mary Street, Suite 700, Toronto May 2W8
U. Press of Kentucky, 683 South Limestone Street, Lexington, Ky. 40506

U. of Virginia Press, Box 3608, University Station, Charlottesville, Va. 22903
Westview Press, 5500 Central Avenue, Boulder, Colo. 80301
Wilfrid Laurier U. Press, Waterloo, Ontario N2L 3C5

Bolton: The Modern Pantheon, by S. Carson Hardy (University of Illinois Press), 238 pages; \$34.95. Traces shifts in official North American opinion on Bolshism from the church's defense of church marriage in the early 19th century to its public condemnation of the practice after the 1890 Manifesto.

Understanding Conversion, by Karl F. Morrison (University Press of Virginia), 368 pages; \$38.50. A study of 13th-century concepts of the experience of religious conversions. Available in *Conversion and Text: The Case of Augustine of Hippo, Hermin-Jah, and the Conversion of the Roman Empire*, \$35 hardcover, \$14.95 paperback. A companion volume with three case studies of conversion.

Unhappy Valley: Conflict in Kenya and Africa, by Bruce Berman and John Leach (Ohio University Press), 238 pages; \$39.95. *Black Out: Street and Class* (University Press of Kentucky), 213 pages; \$19.95 paperback. *Black Out: Street and Class* (University Press of Kentucky), 213 pages; \$19.95 paperback.

280 pages. Focuses on the colonial conquest and development of Kenya, the Mau Mau rebellion of 1952-56, and the concepts of wealth, poverty, and civic virtue in Kenyan political thought; the two books are also available as a single hardcover volume for \$50.

HISTORY OF MEDICINE

Beginning for Life: A Social History of Tuberculosis, 1878-1938, by Marjorie B. Berman (University of Pennsylvania Press), 432 pages; \$45.95 hardcover, \$19.95 paperback. Focuses on Philadelphia and eastern Pennsylvania in a study of the lives and treatment of tubercular patients during the period; draws on the extensive correspondence of Lawrence F. Flick, a physician who was a leader in the national campaign against the disease.

Yellow Fever and Public Health in New South, by John H. Ellis (University Press of Kentucky), 213 pages; \$19.95 paperback.

PROBING UNDERSTANDING

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Conceptual Revolution, by Robert C. Newton (Stanford University Press), 533 pages; \$49.50. Explores the intellectual, cognitive, and political forces that led to the development of modern scientific thought, from the transformation of scientific systems from the Copernican revolution to quantum theory.

LAW

From Punishment to Healing: The Role of the Law in the Development of the Law, 1880-1940, by Robert C. Newton (University of Toronto Press), 368 pages; \$39.95. Explores the role of the law in the development of the law, from the 1880s to the 1940s.

LIBRARY SCIENCE

The Gospel of Scholarship: The Role of the Librarian in the Development of the Librarian, 1880-1940, by Robert C. Newton (University of Toronto Press), 368 pages; \$39.95. Explores the role of the librarian in the development of the librarian, from the 1880s to the 1940s.

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The Borders of Nightmares: The Role of the Librarian in the Development of the Librarian, 1880-1940, by Robert C. Newton (University of Toronto Press), 368 pages; \$39.95. Explores the role of the librarian in the development of the librarian, from the 1880s to the 1940s.

POLITICAL SCIENCE

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RELIGION

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by Frank Dikotter (Stanford University Press), 256 pages; \$29.95. A history and analysis of Chinese attitudes toward other racial groups, includes discussion of the development of a Chinese version of eugenics.

Employing Their Nails: Small Capital and Rural Industrialization in the Plating Industry of New Scotia, by Richard Apple and Gene Barrett (University of Toronto Press), 296 pages; \$65 U.S. hardcover, \$24.95 U.S. paperback. Discusses the continued importance of small-scale capital in the province's plating industry, based on a six-year research project.

Revelation: Faith and the Jewish Question, by Susan Huckerley-Hayes (University of Illinois Press), 200 pages; \$26.50. A biography of the 19th-century English writer and political economist.

Max Weber and the Jewish Question: A Study of the Social Outlook of His Sociology, by Guy A. Abraham (University of Illinois Press), 336 pages; \$34.95. Argues that the German theorist's treatment of Jews, Poles, and Catholics reveals a bias against a pluralistic society, and that this anti-

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isolation is apparent in many other areas of his work.

WOMEN'S STUDIES

Contemporary Western European Feminism, by Gisela Kaplan (New York University Press), 340 pages; \$40. Traces the post-World War II history of women's movements in 14 European countries.

The Ties of Woman: Feminism and the Occult, by Gisela Kaplan (New York University Press), 340 pages; \$40. Traces the post-World War II history of women's movements in 14 European countries.

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From Punishment

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Single female biologist. Would like to meet science-literate man age 30-45 with good sense of humor and varied interests. Professional interests include transgenic mice and embryology. Enjoys gardening.

The anonymous scientist is among roughly 600 people who are looking for love, or simply a date, through the Science Connection. It's a network created to help science professionals, amateur science enthusiasts, and naturalists meet members of the opposite sex with similar interests.

The year-old network has attracted members from all over the United States and Canada, says Anne B. Lambert, president of the company, which is based in Fort Dover, Ontario. She is herself a biologist and single.

Annual membership fees for the network are \$60 in the United States and \$70 in Canada. Participants receive "mini-profiles" of all members of the opposite sex in the network and monthly updates of new members. They can request up to 20 longer biographical profiles of people they'd like to meet.

"We had two members who got married a couple weeks ago, an epidemiologist from California and a psychiatric nurse from Ohio," she says. "We also have an engagement and several serious relationships."

People interested in the network can write to Science Connection at P.O. Box 188, Youngstown, N.Y. 14344-0188; (800) 667-3179.

When the Harvard Law School professor Derrick Bell began his leave of absence in 1980 to protest the school's failure to hire a tenured "woman of color," two researchers decided to find out how difficult a task that is for low schools.

The study, "The Double Minority: Empirical Evidence of a Double Standard in Law School Hiring of Minority Women," concluded that "law schools, especially the most prestigious ones, could hire more minority women if they were willing to hire those women on the same basis that they hire minority men."

The 110-page study, to be published by the Southern California Law Review, was conducted by Deborah J. Merritt, a University of Illinois law professor, and Barbara F. Reagin, an Ohio State University sociology professor. It looked at 1,100 professors who took tenure-track positions at law schools from 1966 to 1991. Of the minority professors, 97 were men and 84 were women. The study compared their credentials, work experience, and family obligations.

Despite similarities in those areas, it found that minority men were more likely than minority women to be hired at less prestigious law schools and to be awarded lower academic ranks. Nearly half of minority women started in non-tenure-track posts, compared with 29 per cent of the men.

Personal & Professional



Bogdan Denitch, a sociologist: "Why is the left so miserably weak in the largest industrial society in the world? We do not know how to organize ourselves out of a paper bag."

Down but Not Out, Socialist Scholars Gather to Redefine Political and Academic Assumptions in Post-Soviet Era

By CAROLYN J. MOONEY

NEW YORK

For anyone wondering about the vigor of socialist academics in a post-Soviet world, the 10th annual Socialist Scholars Conference would have erased most doubts.

Judging by the heavy turnout, socialist values are far from dead in the academy. However, many scholars said they were re-examining certain political assumptions and qualifying their use of the labels "Marxist" and "socialist" in light of the collapse of governments in Eastern Europe and the former Soviet Union.

Defining a political vision that would be more responsive to women and minority group members was another central theme of the conference, held last month at the City University of New York's Borough of Manhattan Community College.

Some academics came to the conference as individuals with socialist political views. Others came as scholars whose work in sociology or literature or economics was influenced by Marx's theories of class differences. And many came as both.

"Suffering a Theoretical Crisis"

To some, the mood here was somber; to others, it was more upbeat than it had been since 1990. As they were on many issues, conferees were split over how much credibility socialists had lost because of the recent failures of numerous socialist governments.

Non-academics, particularly those in conservative circles, like to quip that the

only socialists left in the world are at American universities. But a common argument among scholars here was that the socialist models operating in China, Cuba, and, until recently, Eastern Europe and the Soviet Union were undemocratic "enclaves" of socialism.

Perhaps so, but that was socialism as the world knew it, argued Stanley Aronowitz, professor of sociology and director of

cultural studies at the CUNY Graduate Center. Scholars who refused to recognize a link between their own socialist ideals and the failures of "really existing socialism" were being defensive and naïve, he said.

"We are suffering a theoretical crisis as well as a political crisis," he told his colleagues. "Those of us who call ourselves socialists do not know what an alternative

Continued on Following Page

Teacher-Education Programs Debate the Need for Accrediting Agency's Stamp of Approval

By JULIE L. NICKLIN

Debates continue to swirl around the National Council for Accreditation of Teacher Education over whether the value of national certification outweighs the cost and time involved.

In recent months, some institutions have dropped or questioned the accrediting council's stamp of approval:

- The Universities of Iowa and Northern Iowa and Drake and Iowa State Universities pulled out in March, charging that the standards were too prescriptive and the process too costly.

- The University of Arizona and Arizona State and Northern Arizona Universities, citing similar reasons, decided to drop out in the last two months.

- The West Virginia Department of Education in November reversed its policy requiring teacher-training programs to be

approved by the council. The department, which says some standards didn't match the needs of the state's schoolchildren, plans to create its own accreditation process.

- The Council of Independent Colleges is considering whether a separate accreditation for programs at small liberal-arts colleges is needed. Some feel the accrediting council's standards are skewed toward large research universities.

- The American Association of Colleges for Teacher Education, which helped create the council in 1954 but remains separate from it, decided in February to conduct a year-long study of the council. Among other concerns, some AACTE members say their programs are already subject to evaluation by state groups and others.

The Washington-based accrediting

Continued on Page A22

HEAVY TURNOVER

Faculty and Student Unrest Flares at Savannah Art College

By SCOTT HELLER

A disrupted drive to create a student government at the Savannah College of Art and Design has unearthed simmering unrest among professors and students about conditions at the art school, one of the nation's largest.

At least eight students have been barred from registering for classes, pending the investigation of an April 6 explosion near the administration building. The students said they believed their records were being held up in retaliation for the student-government campaign. Several faculty members said the administration's tactics were typical of the 13-year-old private institution, where professors have one-year contracts and can be dismissed without explanation.

"The faculty is overwhelmingly discontented here," said Paul Marquardt, professor of computer art. "But they feel so intimidated and reliant on their psychos that people are unwilling to speak unless there's a significant number of them."

He is one of 18 faculty members organizing an open meeting on faculty governance this week.

'Either You're Loyal or a Traitor'

Savannah College of Art and Design was founded in 1979 by President Richard G. Rowan and his wife, Paula, who now serves as provost. Notable in Savannah for its preservation efforts in the city's historic district, it was accredited by the Southern Association of Colleges and Schools in 1983.

Mr. Rowan and Mrs. Rowan did not return telephone calls to discuss the campus climate. In a statement, Mr. Rowan said the college had "exercised extreme leniency" toward the students, who he said had violated college policy by blocking access to a meeting held inside a campus building.

The college's student body and facilities have grown exponentially since its founding. Last fall, 2,200 students were enrolled in programs in architecture, fine and graphic arts, and video production, and the college had 110 full-time professors. In 1979, the college had 71 students and eight professors.

Professors are well paid, but turnover has been heavy. Faculty members typically teach four classes a quarter. They are required to be heavily involved in student recruiting, fund raising, and publicity.

President Rowan conducted interviews for 30 faculty positions at this year's College Art Association meeting. He said the college hired 25 new faculty members (two years ago and 26 the year before that).

Ron Chmndonia came to Savannah last year after teaching for 17 years at a two-year college in Atlanta. He said he was struck by the one at his first faculty meeting, conducted by Mrs. Rowan. "It was made clear to us that either you're loyal or a traitor," he said.

At an emergency faculty meeting, held as students stepped up their push for a government, Mrs. Rowan asked faculty members to give students extra assignments.

Professors who have spoken out are relatively new at Savannah. Their complaints are echoed by professors who have resigned or been dismissed. Several long-time faculty members still at Savannah, who did not want to be named, said professors were under pressure to conform or risk their jobs.

Two current department chairmen spoke in defense of the college, which they said had an excellent working environment. "I've found it a wonderful place to work," said Hank Sternbridge, chairman of the interior-



Students gather to vote on the creation of a student government at the Savannah College of Art and Design.

rior-design department. John Drop, chairman of the video department, said that critical faculty members were "manipulating students with their own agenda." He said department heads supported the student-government effort.

Nonetheless, the campus climate has drawn the attention of the American Association of University Professors.

Lesley Lee Francis, associate secretary of the AAUP, said that for two years her office had received complaints about how professors are hired and fired. "The faculty comes across to me as being genuinely frightened if they stay there," she said.

Explosion Is Investigated

The drive for a student government has become a flashpoint on the usually placid campus. Administrators first opposed the effort, arguing that student-club leaders already met as a council. But last month administrators said they would have a proposed constitution reviewed by faculty and student committees and the university's lawyer.

As debate over the constitution grew more raucous last month, a small explosive device went off outside the administration building. The Bureau of Alcohol, Tobacco, and Firearms is investigating the explosion, which caused no injuries.

In late April, leaders of the government drive received letters from Nancy H. Weber, executive vice-president of the college, telling them that their applications for registration were being held pending the investigation of the incident. Ms. Weber did not return phone calls.

A spokeswoman for the alcohol and firearms bureau said it had not told the college whether certain students were suspects.

"It's blatant retaliation," said Rick Averitt, a photography major at the college.

Patricia Affr, Mrs. Rowan's sister and the director of communications, said Savannah had the right to deny certain students enrollment. "Most private colleges agree that enrollment is a privilege," she said. "Students have every freedom in the world, and they have the ultimate freedom: If they're not happy here they can go somewhere else."

Personal & Professional

Socialists Gather to Redefine Politics in Post-Soviet World

Continued From Preceding Page

Mr. Aronowitz, who described himself as a Marxist in the 1970s, only recently discarded the socialist label. He calls himself a "radical democrat" who is influenced by—but critical of—Marx.

'Man More Than Ever'

That was apparent. About 280 scholars and politicians gathered for the conference—held a

more than last year. Every kind of socialist politics was represented. There were old-school leftists like the 1930s who griped that today's Marxists no longer studied the

There were Vietnamese leftists. There were multiculturalists, feminist leftists, gay and lesbian leftists, abortion-rights leftists, environmental leftists, Trotsky leftists, Social-Democratic leftists in the European style, foreign leftists, and, according to some forces who used the term to describe others, "Stalinist" leftists.

"It's the most democratic conference I've ever been to," said Joseph S. Murphy, a political scientist at the graduate center and former city chancellor who attended every year. "Anyone can go."

And did go, it seemed. In the main entrance hall of the building that lay in the shadow of the World Trade Center, dozens of activist groups and publishers had set up tables. Conferees could buy books, sign petitions, pick up literature on the plight of American union workers, and, depending on one's politics, defend or condemn the antics of the Persian Gulf War group called Shining Path. One group was hawkling "Man more than ever" T-shirts. At another, posters of the Latin American revolutionary Che Guevara were \$1—"If you're broke," a sign stated. Also held two \$1 bills.

Conferees could choose from plenary sessions organized by such groups as the Radical Philosophy Association and the Revolutionary Sisters of Color, or by scholars who simply wanted to analyze health care or unions.

The conference discouraged that organizers discouraged all-white or all-male panels. Otherwise, they imposed no restrictions. Citing the importance of free speech, they allow virtually any group to hold one session. There's presence, explained one conferee who did not want to be named, of "activists who offered no qualified praise for the Cuban or Fidel Castro. "A Stalinist nightmare," the conferee muttered.

An earlier series of socialist scholars' conferences began in the 1960s, but folded. The most recent was reconstituted in 1983, on the 100th anniversary of Marx's death.

The labels "socialist" and "Marxist" have always kept some what ambiguous in academic

Personal & Professional

They mean different things to different people, and that proved to be the case here as well. But while the conferees were a diverse lot—so diverse that U.S. Rep. Bernard Sanders, a self-described democratic socialist from Vermont, warned them not to let their differences divide them—a mainstream view was apparent among academics. Many said they were "democratic socialists" in the Western European tradition who sought reforms within a market economy.

'Nobody Wants State Farms'

For example, they favored a national health-care system, a more environmentally responsible corporate sector, and a more equitable tax system. "None of the above" was a popular choice for President, but many conceded they would support the Democrats.

Few academics were calling for a Bolshevik-style revolution. As Mr. Aronowitz put it, "Nobody wants state farms in the United States."

He said he reached that conclusion years ago. But other academics here admitted, sometimes sadly, that they had held out hope until only recently that socialism would work somewhere in the world.

"We wanted to believe in it," said Lynne Belsie, a retired philosopher and professor at Cuyahoga College of Sixes Island. "Now we're trying to find out why it didn't work."

She said her hopes for China were dashed during a visit several years ago. "I was riding around on my bicycle, watching poor people. I wondered, Why would they want to be socialists? They're still trying to get enough to eat."

Some critics aren't sure why academics would want to be socialists, either, and question whether such scholars can avoid becoming ideologues. Among them is Eugene Genovese, who teaches history at four institutions affiliated with the University Center in Georgia. A Marxist himself until recently, "I don't have much use for people who go on believing in something after the evidence shows they were wrong," he said in a telephone interview. "Like many people, I long believed the socialist countries would evolve into democratic political regimes that respected individual freedom. But I no longer see any possibility for socialism."

Many speakers suggested that future leftist movements would be organized around race and gender as well as class. That was some

thing Marx did not foresee, said Frances Fox Piven, a political scientist at the Cuyahoga center. At another session, several scholars were actually dispersing the work of Karl Marx. The topic was the relevancy of his theories 125 years after the first volume of *Capital* was published. Held in a classroom, the session was originally to be given a larger lecture hall, but switched locations with a feminist panel because there was so much interest in the latter.

"Marx is Relevant"

That conferees seemed more interested in feminism was not a reflection of Marx's relevancy, said Anwar M. Shaikh, a Marxist economist at the New School for Social Research, who spoke on *Capital*. "Marx is relevant because capital-

ism is relevant," he said. "Nobody has ever given a more penetrating analysis of capitalism."

Later, he said he had sensed "a tremendous energy" here. "What drives socialism is a hope that people's lives will improve," he said. "It was a theme echoed by other conferees, including Betty Enfield, a self-described political poet who recited, impromptu, a poem:

Rich men have no compassion. When properly afflicted It's simply not required.

It was dedicated, Mrs. Enfield said, to "Reagan and Bush and others who look good on the outside but have nothing inside."

"These people have certain hopes," she said, gesturing to the conferees milling about. "Otherwise they wouldn't be here."

We'd like to thank the names on these doors for opening so many others.



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So even though they closed their college lockers years ago, we salute them for opening doors of opportunity for America's youth.

Teacher Educators Debate the Need for Accrediting Agency's Approval

Continued From Page A19
Council seeks to improve education by insuring that teacher-training programs meet a set of common standards. About 500 of the nation's 1,200 programs participate in the review.

Educators, state officials, and accreditors are split on a number of contentious questions, making teacher education an active battlefield in academe's war on specialized accrediting agencies (*The Chronicle*, September 18, 1991). Among the questions: Do the council's standards really insure that better teachers are trained? Is the cost of the accreditation process excessive? Can one set of stan-

standards be applied to all institutions? And does accreditation status really make a difference?

The council says the image of the teaching profession can be polished only when most—if not all—programs go through its review.

18 Tougher Standards

"If we are ever going to upgrade the image of teachers and teacher education, it is highly unlikely we'll do that by skipping accreditation," says the accrediting president, Arthur E. Wise.

In 1986, the accrediting council put into effect 18 new, tougher standards for teacher training. Some colleges, however, say the

standards are unclear and should not be applied to all institutions in the same way. Small colleges, for example, can't expect professors to fulfill research requirements by writing scholarly articles as a large research university would, teacher educators say.

Others say the standards don't go far enough to prepare teachers to deal with issues like racial diversity and bilingual education.

"The standards represent minimal standards," says Norene P. Daly, dean of Iowa State's College of Education. "The process for accrediting teacher-education programs should be rigorous. It should be one with integrity. It should be

one that commends the respect of the entire teacher-education profession. NATE, at this point, is not that system." Ms. Daly told the council this spring that she would no longer participate as an evaluator on its accreditation teams.

Council officials dismiss the criticisms. They say a panel of educators developed the standards in meet the changing needs of the nation's schools.

"These standards were not invented in a vacuum," says Mr. Wise. "If you're trying to wiggle out from under them, you're going to say they are lousy standards."

Statistics show that the standards are rigorous, council officials

say. Of the 259 programs reviewed by the council under its new standards, 70 per cent were awarded, and 9 per cent were accredited with stipulations. The remaining 21 per cent were denied accreditation.

'A Much Stronger Program'

In May 1989, Council City failed to meet six of the standards, including those dealing with curriculum design, faculty development, and workloads. Council members based on the suggestions of the council and educators outside the council. Last fall, the council earned its accreditation.

"We believe in these standards," says John P. Carter, Council's vice-president and academic dean. "We have a much stronger program as a result."

Concord has joined other institutions in West Virginia that are fighting the state's decision no longer require accreditation by the council.

Some colleges say the money saved by avoiding the accreditation process—which for many begins years before the evaluation—could be better spent. Several colleges estimate the cost to \$300,000. The amount includes council membership fees, not spent by professors in multiple writing reports, the cost of audits, and visiting evaluators' lodging, and food expenses.

Estimate Called 'Ridiculous'

"When you are talking \$300,000 for an accreditation, that's a lot of money for a program or a faculty position," says Margaret A. Harte, executive director of Northern Arizona's Center for Excellence in Education.

Mr. Wise cuts that estimate in half. "He says colleges shouldn't have to spend extra time and expense to prevent quality. 'The evidence should be pre-existing documents if they've been doing business the right way,'" Mr. Wise says.

Since colleges feel the program already receive enough scrutiny, Most states approve the program and special groups evaluate other areas. Prospective teachers must pass tests before teaching.

"The quality of the program really boils down to, How well do we prepare our teachers for the school?" says Northern Arizona's Ms. Harte. "NATE becomes nice, prestigious thing to have and that's about all."

The University of Michigan's Ann Arbor says its decision to opt out of the council last year has not hurt its program or its graduates' ability to find jobs.

But to others the accrediting council's seal of approval means quality. In the past few years, colleges have signed up for the council's review. The American Association of Colleges and Universities Federation of Teachers adopted its new standards. The National School Boards Association follows its accreditation decisions. And Florida conducts joint program reviews with the council.

Says Keith Geiger, president of the National Education Association and chairman of the accrediting council's Executive Board, "We can't improve education if we can't jump out of one accrediting body if they don't like it and into another."

Personal & Professional

The Minnesota Supercomputer Center will not have to make its financial records public just yet.

The state's Legislative Audit Commission, which had recommended that the state auditor examine the center's expenditures, decided last week to settle for a report on the University of Minnesota's role in establishing the quasi-public entity. However, the commission indicated that it would reconsider the financial issue when it received the report.

The supercomputer center's finances came to the attention of state legislators earlier this year when the university's Board of Regents signed a \$32-million contract with the center. Under that contract, the university agreed to purchase 58-million worth of computing time for each of the next four years.

State legislators and center representatives have never agreed on a way to monitor the center's expenditures. Legislators have claimed that they should know how the money is spent, since public funds are involved. Center representatives have maintained that finances are a private matter, since the center serves corporate clients in addition to the university.

A sociologist at Cornell University has developed a computer program that measures the complexity of materials written in English.

The program, called "QLEX," takes text from English-language newspapers as a standard. The standard has a rating of 0.0. The program's basic vocabulary includes 10,000 common English words, or 90 per cent of all words in 35 newspapers published around the world. To measure complexity, "QLEX" compares the frequency of those 10,000 words with other words in material scanned into the computer.

Articles in science journals use the most complex language, according to Donald P. Hayes, a professor of sociology, who has spent the last 12 years developing the program. What's more, he says, a comparison of these journals over time indicates that articles are becoming increasingly difficult to understand, even for researchers who know the jargon.

Mr. Hayes says the highest rating for difficulty—+5.5—is held by an article in *Nature*, called "Histochemical localization of the human term, placental 17 β -estradiol dehydrogenases: implications for the trophoblast reaction."

First-grade reading books are at the low end of the scale, with a rating of -38.6, according to Mr. Hayes. While the Latent Semantic Service's instructions for compiling Form 1040 occupy the middle ground, with a readable +0.2.

Mr. Hayes reported on his computer program in the April 30 issue of *Nature*. "QLEX" gave his commentary a rating of +2.6.

Information Technology



Georgetown's Robert L. Oatley: "The initial inclination of data-bank publishers has been to stake out the maximum territory and charge the maximum price."

Critics of Copyright Law Seek New Ways to Prevent Unauthorized Use of Computerized Information

By DAVID L. WILSON

Many long-time critics of the existing copyright law no longer insist that it must be dramatically altered to protect information available on computers from unauthorized distribution. Instead, they are devising new ways to address their concerns, including agreements between buyers and sellers, that some people worry may restrict access to certain users.

Dramatic advances in computer technology have given researchers the ability to duplicate and transmit books, journals, and data bases, quickly and inexpensively. Over the last several years, those capabilities led to a movement to revise the nation's copyright regulations, with leaders arguing that laws fundamentally based on print technology were unworkable in the electronic arena.

Rewriting the copyright law would be critical, so scholars could take full advantage of the power of information technology, they said. Without protection, publishers and authors would not entrust their products to a medium capable of flooding a market with exact duplicates of their work without proper compensation. The absence of such protection is one of the reasons that information thus far available on line is limited or of poor quality, some say.

In recent months, however, many of the leaders of the copyright-reform movement have come up with alternatives to revising the law.

To make the current system workable, they hope to develop new forms of contractual arrangements, new entities that act as intermediaries between buyers and

sellers of information, and new technologies.

"A year ago it seemed to me virtually inconceivable that present copyright law could effectively adapt to meet the needs of the electronic environment," says Steven W. Gilbert, vice-president of *ezoucom*, a higher-education consortium dealing with computer issues. "Then I discovered how difficult it would be to change the law."

"A year ago it seemed to me virtually inconceivable that present copyright law could effectively adapt to meet the needs of the electronic environment."

and how strong the opposition was. Most important of all, I discovered that some things are happening that may make it possible for the present system of copyright law to function."

Groups studying the problems of copyright in the electronic age include the Coalition for Networked Information, Coalition for the Association of Research Libraries, *ezoucom*, and *CAUSE*. The latter is an association for the management of information technology in higher education.

The coalition is putting together a set of guidelines for contracts between buyers and sellers of information. The Copyright Clearance Center, a non-profit organization that represents the publishing industry,

has started several test projects exploring how such contracts will actually work in the marketplace. The Corporation for National Research Initiatives, a private communications-research center, proposes to solve copyright problems with electronic systems on computer networks that would keep track of how much money is owed to whom under the copyright laws.

The past year has brought about tremendous changes in the tight-knit community exploring such issues, says John R. Garrett, director of information resources at the Corporation for National Research Initiatives. "The tone is a lot less confrontational than it was just a little while ago," says Mr. Garrett, who was employed by the Copyright Clearance Center until last year. "Users want rapid and convenient access to information, and rights holders want revenue for the products that all those goals can be met, and the rights and needs of each group protected."

Explaining the Lack of Venom

Paul Evan Peters, director of the Coalition for Networked Information, says the explanation for the recent lack of venom among those with sometimes competing interests—publishers, librarians, scholars, artists, and authors—is simple: Everyone knows that the copyright law will not be altered in any significant way anytime soon. "If copyright law needs to be changed, we don't know how it needs to be changed. Even if we came up with an alternative to existing copyright law, we couldn't get the policy makers to change it in the current political climate, where other

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The Rhetorics of School Reform: Complex Theories vs. the Quick Fix

Continued From Preceding Page
whatever they identify as the cause of educational problems—dearly desire a quick fix. And so they look to solutions like merit pay, voucher systems, the enunciation of higher standards, a voluntary or required national examination for all students. These leaders do not know if such solutions can be put into effect, but, examined from a distance, they sound as if they might do the trick. Because our educational institutions are seen as inefficient and undemanding, schools—rather than the larger society—are seen as causing the problems.

Punitive attitudes and language abound when the schools are being castigated. The "first wave" of educational reform in the early 1980's, calling for skills and standards, has been aptly (if cruelly) summarized as "getting the little buggers to work harder." The second, "restructuring wave" in the late 1980's reflected a business-influenced belief that if schools could simply manage themselves properly, all would work out.

OVER ALL, little appreciation exists among outside critics of the complexity of the problems of school failure. Little appreciation of the many steps needed to place American schools on a stronger footing. Again, there are admirable exceptions to the above characterization, particularly certain business leaders like David Kearns, formerly of Xerox and now Deputy Secretary of Education under Lamar Alexander, and certain governors like Roy Romer of Colorado. But they turn out to be as typical as educators who enthusiastically endorse vouchers or a national examination.

It may sound as though if, as an educator, have offered a stacked deck: a responsible and penetrating analysis by school people, a peremptory and ill-advised set of nostrums doled out by those who are ignorant of the facts of school life and the obstacles to school reform. But I have little difficulty in sympathizing with the rhetorical picture sketched by opinion leaders: school folks endlessly spinning complex theories and refusing to make demands of their own ranks, in contrast to government and business representatives generously offering new resources and promising ideas in a laudable effort to improve American education.

Indeed, rhetoric becomes the issue here: A major stumbling block to school reform has been the construction and pursuit of rival rhetorics.

People who work in schools or who are familiar with current research are overwhelmed by the realities of American schools today. As Jonathan Kozol has shown in his new book *Savage Inequalities*, many American schools are faced with a physical reality (crumbling facilities, drugs, and crime-infested neighborhoods) and a cohort of youngsters (homeless, without love or hope) so dispossessed that they are more reminiscent of Dickensian London than of a developed nation on the cusp of the 21st century.

EDUCATORS ARE AWARE of pervasive institutional and ideological forces that reform efforts are time consuming, involve a large investment of resources, and have a distressing tendency to backslide. Absent sustained application of human and financial resources over a significant period of time, efforts to change seem doomed. As a consequence, educators embrace a rhetoric of *win or cond*

plexity—one devoid of realistic first and second steps and remote from American-style pragmatism.

Opinion leaders know little of these deteriorating physical and social conditions first hand and are disinclined to probe, because such probing threatens the possibility of quick solutions. Of necessity or choice, they espouse an economic, political, or organizational model, rather than one rooted in the social realities of school, the psychological processes of learning, or the social psychology of group change.

Not surprisingly, then, they argue for—and believe in—the same "moves" that have worked in the political and business

help if the supply of money is too meager or if the teachers and administrators on-site have no experience in managing a complex facility or if they do not know how to achieve consensus on goals and means of reaching them.

No single comparison, metaphor, or argument can work for a phenomenon as complex as the school. That said, I believe that the most appropriate model for talking about school change is the idea of *building a new community*. Many educators today are adopting the metaphor of a community to distinguish schools from older organizational models—for example, those based on factories and industrial organizations—

"Little appreciation exists among outside critics of the complexity of the problems of school failure."



realms with which they are familiar: incentives for pay, changing the chain of command at the work place, negative sanctions for poor performance, the adoption of standardized forms of evaluation. Opinion leaders propose "sound bite" solutions—a rhetoric of *culprits and quick cures*.

What, then, do I believe that it is imperative to create an effective new discourse of educational reform. Such a way of speaking must draw on analogies and stories that make sense to those who want to "do right" by American schools but who are not fully aware of the distressing range of problems that schools must overcome. So, for example, when it comes to assessment, educators need to make it clear that merely taking a temperature over and over again does not heal a patient and that a person who can only spit back facts cannot be expected to solve an unfamiliar problem or to create something new.

When it comes to site-based management, in which individual schools gain more autonomy, educators must point out that mere redistribution of money is of no

in which administrators imposed the agenda from the top down. They point out that in a community, everyone has a voice.

For a community to be viable, its members must work together over time to develop reasonable goals and standards, work out the means for achieving such goals, have mechanisms to check whether progress is being made, and develop methods for changing course—sometimes dramatically—if progress is not being achieved. In a viable community, members recognize their differences and strive to be tolerant, while learning to talk constructively with one another and perennially searching for common ground.

If school reform is to progress, educators and opinion leaders must adopt a common vision—and a common metaphor or way of speaking—of the sort that I have sketched. Were such a vision to be adopted, it would represent a considerable stretch for both parties in the current debate. Educators would need to recognize the genuine differences about ideology and the learning process within their ranks but

temper those differences for the sake of establishing a cooperative alliance. They would also have to come to grips with the difficult task of staying, maintaining locally relevant standards, altering standards and procedures as progress is not being achieved.

OPINION LEADERS, for their part, would need to acknowledge that the various aspects of school reform are interconnected, that change in one area, leadership, and guidance, that the atmosphere of schools is affected by that of their localities and the nation. Far from representing sentimental idealism, a commitment to representing educational reality will lead to scrutiny of resource allocations in our colleges and universities. This is as it should be.

The Chronicle, however, by esteeming such communities, they are identifying key staff members who dedicate themselves to a long-term process of change, discovering strengths and weaknesses, involving students and parents throughout the planning and action process, cooperating with schools involved in similar reform, and developing advisers who can draw on their own experiences to aid in the process of community building and change. Such promising experiences, it possible for all parties involved in school reform to move beyond the status quo and to become actively involved in creating more effective environments for learning.

But so long as the rhetorics about school reform remain widely divergent, progress is likely. An important, effective, step will have been taken when cultural experts and opinion leaders to speak of—and think about—school reform in terms of the same image. Perhaps they can forge solutions superior to those that either group could develop on its own.

Howard Gardner is professor of education and co-director of Project Zero, a research group devoted to educational reform at Harvard University. His most recent book is *The Unschooled Mind* (Quill, 1991).

MÉLANGE

The Continuing Problem of Prolonging Adolescence; the Contemplation of a Black Presence in Literature

WE ARE ALSO CONCERNED with the continuing problem in our society of prolonging adolescence and delaying the time at which young people begin to do something significant, exciting, and intellectually demanding.

It's interesting to reflect that by the time Henry VIII was 18 years old, he was the ruling king of England. He had something important to do, so he didn't have to fitter away his time trying to see how to be entertained and buy cars or watch videotapes or things like that. He was too busy running a country.

John R. Silber, president of Boston University, at a news conference announcing the establishment of the Boston University Academy

FOR SOME TIME NOW I have been thinking about the validity or vulnerability of a certain set of assumptions

conventionally accepted among literary historians and critics and circulated as "knowledge."

This knowledge holds that traditional, canonical American literature is free of, uninformed, and unshaped by the four-hundred-year-old presence of, first, African and then African-Americans in the United States. It assumes that this presence—which shaped the body politic, the Constitution, and the entire history of the culture—has had no significant place or consequence in the origin and development of that culture's literature.

Moreover, such knowledge assumes that the characteristics of our national literature emanate from a particular "Americanness" that is separate from and unaccountable to this presence. There seems to be a more or less tacit agreement among literary scholars that, because American literature has been

clearly the preserve of white male genius, power, and those who view, and power are without relation to and removed from the overwhelming presence of black people in the United States.

This agreement is made about a position that preceded every American writer of renown and was, I have come to believe, one of the most furthest-reaching impinging forces on the country's literature.

The contemplation of this black presence is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination.

—Tom Marston, novelist and professor of literature at Princeton University, in *Playing in the Dark: Whiteness and the Literary Imagination*, published by Harvard University Press

OPINION

LETTERS TO THE EDITOR

How Should Society Define 'Faculty Productivity'?

TO THE EDITOR: In "Colleges Face New Pressure to Measure Faculty Productivity" (April 15), *The Chronicle* presented the viewpoint of many taxpayers and parents of undergraduates that faculty are teaching too little, devoting too much time to research, and earning salaries disproportionately high for their hours in the classroom.

In a recessionary period, particularly when literacy among the young is declining, investigation of our educational system will lead to scrutiny of resource allocations in our colleges and universities. This is as it should be.

The Chronicle, however, by esteeming such communities, they are identifying key staff members who dedicate themselves to a long-term process of change, discovering strengths and weaknesses, involving students and parents throughout the planning and action process, cooperating with schools involved in similar reform, and developing advisers who can draw on their own experiences to aid in the process of community building and change. Such promising experiences, it possible for all parties involved in school reform to move beyond the status quo and to become actively involved in creating more effective environments for learning.

TO THE EDITOR: If one is among the vast majority of college and university professors who do not work for such "elite" institutions as the University of California system, Harvard, or Duke, one cannot help but feel a peculiar mixture of weary amusement and outrage at the concern expressed regarding "faculty productivity." . . . Both emotions are aroused more by what is not said than by what is.

In the first place, the conditions under which we as the majority labor are never mentioned. Most of us have seldom taught fewer than 11 or 12 hours a week. Most of us are nevertheless required to maintain an active and productive research and scholarship program. Most of us are deeply involved in advising, assisting, and otherwise teaching undergraduate students every day, year in and year out. Few of us, I would wager, earn more than \$30,000 a year.

That salary figure is also significant. One wonders why, if most of the people earning the highest salaries at most institutions are administrators and adjunct coaches, no one ever questions their salaries in the light of economic difficulties. After all, while faculty numbers have increased only slightly over the last 15 or 20 years, the numbers of administrators have exploded, and they are much more expensive employees than professors are. Where are the legislative watchdogs checking into their productivity?

Thirdly, few employees in the private sector who had had to acquire the extensive training undergone by university faculty would be willing to take the bill for business expenses, as is required by most institutions. We are required to participate in professional organizations, but we pay the dues ourselves. We are expected to increase the viability of our institutional programs by presenting papers at conferences.

The improvement of our under-

graduate programs, which we all want, should not, and need not, require that the United States abandon its position of intellectual leadership.

BETTY JEAN CRAIG
Professor of Comparative Literature
MARGARET S. ANGERSON
Assistant to the Director of Instructional Development
WYATT W. ANGERSON
Professor of Genetics
University of Georgia
Athens, Ga.

TO THE EDITOR:

If one is among the vast majority of college and university professors who do not work for such "elite" institutions as the University of California system, Harvard, or Duke, one cannot help but feel a peculiar mixture of weary amusement and outrage at the concern expressed regarding "faculty productivity." . . . Both emotions are aroused more by what is not said than by what is.

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The improvement of our under-

ences all over the world, and we pay most travel expenses, ourselves. Changes in the tax laws over the last 10 years have meant that only a fraction of these expenses are even tax deductible.

Finally, there is another reason why the flight from the classroom, to the extent that there is one, has become so attractive. Quite beyond the thrust of institutions for grant money and prestige, scholarship allows us to use our minds in the ways for which we were trained, and which has become increasingly difficult to do in the classroom. Many of us are expected to deal with students who are not prepared to do real intellectual work, and who frequently have no interest in it. We are teaching at levels that previously would have been considered appropriate for, at best, the secondary level. Legislators, boards of trustees, and administrators have handled this problem to us, and they have a vested interest in not identifying it as such. They therefore should not be surprised if we turn out and prefer to retreat to the library.

So it goes. Faculty have been increasingly locked out of the decision-making process, whether it concerns academic standards or the relative importance of athletics on campus. Whenever there is a crisis, however, it is the faculty that is called on to carpet. Those of us in the majority would at least like to have our situations taken into account. Duke and Berkeley are not the measure of the academic world.

THESE ANN SEARS
Associate Professor of Spanish
University of Miami
Coral Gables, Fla.

TO THE EDITOR:

This is the latest in a series of recent *Chronicle* stories about legislators, trustees, presidents, deans, parents, and others who demand efficiency and increased emphasis on teaching. I have what I hope is a useful message for your readers who may be planning on tenure or promotion at a research university. Ignore the rhetorical flourish or pettiness and I will probably still hold true in the foreseeable future. I write as a person who for over five decades has observed a fairly diverse sample of postsecondary institutions.

Classroom productivity is very difficult to document and to manage in

SILENCE PLEASES



THE CHRONICLE OF HIGHER EDUCATION

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ment, industry, the arts, etc.). In short, productive instruction, assuming it can be clearly identified, cannot compete with good research because the audience is smaller and lacks marketing power beyond the star teacher's institution.

After sitting on dozens of review and search committees, I conclude that, at least in my field (psychology), good and even excellent teachers, according to their references, are abundant, but the pool of productive research men and women who are advancing knowledge remains miserably small. If the public and the administrators of a particular research university mandate increased teaching loads (as may be happening at Stanford, Syracuse, and Ohio State), their best scholars I predict will either arrange exemptions (two tiers) or migrate.

ARVID A. DODD
Professor Emeritus of Psychology
in Education
Graduate School of Education
University of Pennsylvania
Philadelphia

NEH appointee rebuts description of his views

TO THE EDITOR: Your issue of April 8 described me as "a vocal opponent of campus workshops on issues of racism and sexism, of support groups for black students and women students, and of left-wing scholars" ("President Bush Names 5 Scholars to Sit on Humanities Board"). These are categorically false descriptions that miss my entire meaning.

I am an opponent of *mandatory*, coercive workshops on issues of racism and sexism, seeing this as a new form of mandatory chapel and Orwellian thought reform. As an undergraduate in the early 60's, I also opposed *mandatory* religious chapel. Did that make me an opponent of voluntary religious worship? I am an opponent of official agencies of group identity at universities. Does my belief that Jewish students cannot be officially spoken for at universities by Zionists, or Chastide redoubt, or anti-Zionists, or Jewish scholars make me anti-Semitic or opposed to a great diversity and pluralism of "support groups"?

The claim that I am an opponent of "left-wing scholars" is outrageous. Some of the deepest influence on my intellectual and personal life, and many of the scholars I admire most, academic and humanely, are "left-wing." I am opposed to *mandatory*

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THE CHRONICLE OF HIGHER EDUCATION

BENNY MARSH

Letters to the Editor

Continued From Preceding Page
scholarship, period, and to hiring or promotion on the basis of political affiliations: I would oppose these with equal fervor if they came from right, left, or center.

The reference to "Leninist . . . consciousness raising," specifically criticized those who wish the university in *homo parentis* to understate the extracurricular "enlightenment from without" of students presumed hopelessly benighted; I was and am equally contemptuous of universities that stood or stand in *homo parentis* from culturally conservative perspectives to re-educate the private consciences of their students (and faculty) on anything other than a voluntary basis. Thus, the conservative *Campania Watch* at Amherst in Academics attacked my criticism of orthodoxies of any kind at universities as "amoral" and "value-free" and disdained my criticisms of the universities of the 1930's and early 60's; unlike others, it attacked my ideas and not my person.

You quote Ms. Ellen Dillip, director of the Women's Center at the University of Pennsylvania, alleging my "opposition" to women's rights and my "potential" categorization of women not people of color." These are false, malicious, and defamatory charges. My entire opposition to the *affirmative* agency of such women's centers comes from my reiterated belief that women, blacks, Hispanics, gays, and lesbians are fully individuated and internally diverse groups that cannot rightfully be spoken for collectively by self-appointed, particular, partisan voices. I always have believed, categorically and unequivocally, in the full and equal rights and dignity of individuals without regard to such group characteristics.

I hesitate, on grounds of dignity, to state my history on these matters, but I am tired of being the object of character assassination. I have served as the chair of the American Civil Liberties Union of Greater Philadelphia's Committee on Academic Freedom. In 23 years of teaching, I always have been evaluated by students as an open-minded teacher who encouraged critical thought and did not advance my own philosophical or political views in the classroom. I have won two major University of Pennsylvania awards for my college teaching, most recently in 1989. Not one review of any book I have written or course I have taught has ever hinted at a partisan agenda in my work.

Twice in the 1980's I directed summer institutes for high-school teachers for the National Endowment for the Humanities on "The Texts of Toleration," working with a remarkable and representative cross section of secondary-school teachers to explore the development of the idea of toleration in the West and its ongoing and profound implications for education in a heterogeneous American society.

At the University of Pennsylvania, I have been elected several times by my colleagues in history, most of whom disagree with my political analyses, to be their representative on the Faculty Senate and University Council, which I believe attests to their perception of my fairness. I recently served for two years as the chair of the Committee on Undergraduate Education of the School of Arts and Sciences at Penn, presiding over a modification of our curricular requirements; the proposals of my

committee were adopted overwhelmingly by the entire faculty of the School of Arts and Sciences, and at no point was there the slightest question raised about the non-partisan and collegial exercise of my functions.

Indeed, the entire faculty of the University of Pennsylvania twice has elected me to serve on its nine-member, university-wide Senate Committee on Academic Freedom and Responsibility, the final court of appeals on matters of academic freedom and responsibility in faculty governance. In fact, it has elected me precisely in response to my "intention" about the incompatibility of thought reform and education.

I co-founded, lived in for eight years, and served as faculty housemaster of Van Pelt College House at Penn, our first college house and one which, under my ongoing efforts, gave Penn its most integrated and diverse residential community in terms of gender, interests, race, sexual orientation, and undergraduate school and major; we did not engineer this by social work, but created a climate of individual dignity and seriousness in which people chose to live together more willingly, and have become barriers in our universities.

I am a member of the group of historians who signed the historicist initiative in the Act's Reproductive Freedom Project, and, within the Republican Party, I am a member of the Republican Liberty Caucus, which works for women's rights, gay and lesbian rights, and rights of privacy. I have been a four-year foster parent, creating an interracial family in my own home, and I have an unqualified belief in the beauty of a truly integrated America.

It is absurd to have to cite such things, but I should be grateful indeed if discussion of freedom, individualism, and intellectual life in universities could proceed at last *ad rem* and not *ad hominem*, and I am appalled by the repetition of false claims about me that fail to understand either my absolute and abiding commitment to equity, openness, and tolerance or my view of the humanities as an open-minded, critical, and intellectually diverse exploration of human understanding and expression.

ALAN CHARLES KORS
Professor of History
University of Pennsylvania
Communitarianism vs. individualism

TO THE EDITOR:
David Schuman ("Our Fixation on Rights Is Dysfunctional and Dangerous," April 1) may be right that we talk too much about rights. What we should talk about instead is liberty. And Dr. Schuman is a clear and present danger to our liberty.

It is fitting that he should refer to his favored "strand of thinkers from Aristotle to Rousseau to Marx." Rousseau whose doctrine of the "general will" provided the rationale for the Terror of the French Revolution, and Marx who provided the general justification for the murder of uncounted millions of people in the 20th century. All these eras were in the name of "community." I'll stick with Locke, Smith, and Mill, thank you.

Why Dr. Schuman calls what he wants "communitarianism" is unclear considering all the array of terms there are already to choose

from: authoritarianism, paternalism, totalitarianism, etc.

It astounds me how since the fall of communism all these anti-individualist academics keep purring up like mudrooms. . . . I find it especially disturbing, however, that much of the sentiment comes from professors in law schools. I hate to think that we won the Cold War just to have many of our own intellectuals buy the Marxist fantasies and lies that propped up the Soviet Union.

Certainly Dr. Schuman knows, or should know, that it was because the original Constitution did not express concern with "inhibiting governmental authority over individuals" that the Bill of Rights was demanded in the first place. Since he wants to understand even the First Amendment as allowing only the kind of worthy and virtuous political speech that seems appropriate to him, I have no doubt that he is precisely the kind of authoritarian that people like Jefferson were greatly concerned that we be protected from.

KELLY L. KORS
Professor of Philosophy
Los Angeles Valley College
Van Nuys, Cal.

TO THE EDITOR:
To soften up opposition to an attack on the right to life in its opinion piece, David Schuman pretends to associate himself with "left-leaning, American Civil Liberties Union types like me" who "conveniently" ignore the Second Amendment. Rather, his argument turns him into a front man for the National Rifle Association.

TO THE EDITOR:
I keep thinking Camille Paglia will turn up next in a bullet brass and Balmain stockings voicing to some Madonna tune, taking on all the shoddy women scholars in the universe ("Camille Paglia, Academic Guerilla, Rebukes Her Role as Feminist Scourge," April 1). Her chorals of all-male dimers, straight from the National Association of Scholars, voicing out, no doubt, will be re-issued, telling everything she believes is right and true, from her support of child pornography (as quoted in *Time*), to her attacks on whiny rape victims, to her jarring wordplay of massive architectural phalluses (describing us all back in those trouble-some grass years with those inept female architects), to her belief that most feminist scholars need to be, in her best McCarthy-esque fashion, named openly at elite institutions, blamed for not accepting her scholarship, trashed for their treacheries on deconstruction, cultural backlash, women's studies, cross dressing, to name just a few.

I find her contempt for Harvard's Marjorie Garber and Duke's Eve Kosofsky Sedgwick curious, at best, since their discussions of gender seem to mirror Paglia's own appearance in *People*, where she is photographed, hair slicked back, dressed in street-fighting black, brandishing a switchblade, facing the camera head on, ready to take on any date-rape, victim or feminist scholar in a single swoop. . . . Like Madonna, she keeps recreating her image as the bad girl—only this time it's of academic; she brags about kicking a student at Bennington, starting a fistfight at another institution, continually lambasting her feminist opposition in a street-tough, vernacular reminiscent of Sylvester Stallone's working-class Philly.

Unfortunately her foray into fame has allowed the right wing to co-opt her messages; suddenly all those conservative white men, who have been crying "shoddy scholarship" at feminist research, now have a woman on their side. . . . Suddenly all those people who have a vested inter-

est in perpetuating the "warfare" in this culture have a spokesperson.

It seems like Paglia has had women out to get her, and she won't stop at that. I fully expect she will recreate herself as a Terminator, bulging under a spandex leotard, complete with a prosthetic Austrian accent, telling Dr. Haraway on "Sally Jessy Raphael" "I'll be back!"

MARA BENT
Assistant Professor
of American Studies
Middlebury College
East Lansing, Mich.

Public higher education is a state responsibility

TO THE EDITOR:
After reading Thomas P. White's piece in *View* ("The Impasse of Law Tuition," April 1) I have a suggestion for the financial problems facing public elementary and secondary schools across the United States. . . . This added in revenue from these families with an average household income of \$40,000 or more should pay for the needs of the schools.

Would it fly? Of course not. We American people have low tolerance and accepted the fact that education at the elementary and secondary levels is a state responsibility, regardless of family income.

That they do not understand and accept that higher education should be part of the public good should be part of the public good. . . . That the president of a public institution of higher education does not truly belong to his state.

HANASSA COLE
Executive Director
Committee for Public Higher Education
New York City



"I know he's a crook, and I know the money is tight, but can't you just delay the investigation a little bit and give us a chance to spend some of it?"

intensions of the NRA—an admission of its fear of judicial review and of the greed and cowardice of our legislators.

BETTY LOUI DUBOIS
Professor of Linguistics
New Mexico State University
Las Cruces, N.M.

Camille Paglia:
bad girl of academe?

TO THE EDITOR:
I keep thinking Camille Paglia will turn up next in a bullet brass and Balmain stockings voicing to some Madonna tune, taking on all the shoddy women scholars in the universe ("Camille Paglia, Academic Guerilla, Rebukes Her Role as Feminist Scourge," April 1). Her chorals of all-male dimers, straight from the National Association of Scholars, voicing out, no doubt, will be re-issued, telling everything she believes is right and true, from her support of child pornography (as quoted in *Time*), to her attacks on whiny rape victims, to her jarring wordplay of massive architectural phalluses (describing us all back in those trouble-some grass years with those inept female architects), to her belief that most feminist scholars need to be, in her best McCarthy-esque fashion, named openly at elite institutions, blamed for not accepting her scholarship, trashed for their treacheries on deconstruction, cultural backlash, women's studies, cross dressing, to name just a few.

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New York City

THE ARTS

A Rich, Idiosyncratic Journey Into the Plays of Samuel Beckett

By Zoë Ingalls

HANOVER, N.H.
READ Samuel Beckett's plays, then listen to Billie Whitelaw perform them. It's like watching a cramped hot-air balloon inflate. Air rushes in, and two dimensions become three, round and quivering and ready to ascend.

"Mother." Pause. "Mother." She intones the opening lines to *Footfalls*, one of several plays written expressly for her by Beckett, with whom she maintained a close professional relationship for 25 years.

"Mother. . . . Were you asleep?" Listening are the 30-odd students who have gathered in a small theater at Dartmouth College where the cashmere of plays are laid out and dissected.

It is day three of four during which Ms. Whitelaw is conducting master classes at Dartmouth, the last stop on a sweep that began at Smith College in February and included Wellesley College and Washington College in Maryland.

A petite figure in blue jeans and sweater, Ms. Whitelaw stands in front of the stage. She holds her script in one hand and snaps the fingers of the other in time to the rhythm of the sentences.

"Mo-th-er." Snap-snap. "Don't feel you have to act it out," she tells Charmaine Oakley, a freshman who has joined her down for an attempt at reading. "Say it more like a robot. As Sam would say, 'No color. No color.'"

Ms. Oakley tries again and mumbles a dull monotone.

"Shall I tell you what I have written there on the side in my script?" asks Ms. Whitelaw. "Bong-bong." Moth-er.

"Bong-bong," the student tries again. Bong-bong. The syllables resound like the tolling of a bell. Again. "Moth-er. Moth-er."

"When she said 'Bong-bong,' I related that to sound," Ms. Oakley says. "I loved the musical quality of Beckett's work—how words can be strung together like a melody."

Ms. Whitelaw, the British actress, and Beckett, the playwright, novelist, poet, and Nobel Prize winner, first worked together in 1964, when she performed in his drama *Play* at the National Theatre in London. Their relationship evolved into a unique collaboration that enabled the playwright to refine his work in rehearsal, using the actress as "the pen in his hand."

As she puts it, "Beckett doesn't ask me a lot of damn fool questions." She didn't need to. She has an instinctive grasp of Beckett's themes and characters. When she and Beckett worked on a play together, they didn't talk about "what it means," Ms. Whitelaw tells her class. "People say, 'What does it mean?' I can't tell you. I can tell you how it feels."

"Footfalls" was the only play I asked Sam anything about," Ms. Whitelaw says. "Because when I read it, I panicked." There are two characters in *Footfalls*: an invalid and the daughter who looks after her (Ms. Whitelaw's role).

Although this is Ms. Whitelaw's first foray into teaching, she has had a long and varied career in British theater outside of her association with Samuel Beckett. She has been a member of the National Theatre



Billie Whitelaw, strapped into a perpetually rocking chair, in a 1980 production of Samuel Beckett's "Rockaby."

Company, and played Desdemona to Laurence Olivier's Othello in 1966. In 1989 she played Martha in a powerful production of Edward Albee's *Whim's Whim* at the Young Vic. She also has appeared in over 200 television plays, films, and series and has been twice voted England's Television Actress of the Year.

The British Academy of Film and Television Arts named her best actress in 1968 for her performance in *Charlie Bubbles* and again in 1988 for *The Dressmaker*. Her most recent film is *The Krays*, released in 1990. On the Queen's birthday last year, Ms. Whitelaw was made a Commander of the British Empire. She has just completed a television mini-series for the British Broadcasting Corporation called "Firm Friends" that will be shown in the United States. She doesn't know when.

"Somebody once said to Beckett, 'Why do you like to work with Billie Whitelaw?'" she recalls.

"He said, 'Because she doesn't ask me a lot of damn fool questions.'" She didn't need to. She has an instinctive grasp of Beckett's themes and characters. When she and Beckett worked on a play together, they didn't talk about "what it means," Ms. Whitelaw tells her class. "People say, 'What does it mean?' I can't tell you. I can tell you how it feels."

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"On the second day of rehearsal I said, 'Am I dead?' He thought for a minute and said, 'Let's just say you're not quite there.' That made sense—one is in a strange limbo land of not quite dead."

In her classes, Ms. Whitelaw encourages the students' questions and solicits their reactions to the plays they take up. "There are no right answers," she says. "I'm picking at your brains as much as you are mine."

To a visitor she explains: "I'm not really teaching anything. I'm just taking them on the same journey that I made with Samuel Beckett—taking them through the process I went through."

"I am not a teacher, but I do know what I'm talking about when I'm on that journey."

The journey is a rich, idiosyncratic amalgam of technique, explication, critique, biography, anecdote, and inspiration. She shares costumes, photographs, playbills, and heavily annotated scripts. At Smith, where she spent five weeks, she helped students through the grueling process of bringing a play from first reading to final performance.

Even though her time at Dartmouth is more limited, she says her goal is to give students "some sort of flavor of the man as the total artist—the sense that what is on the page is only the beginning."

"You read the play," Ms. Oakley says, "and then you come to class, and your perception of what you read changes."

"The way she's saying it seems to give it more meaning," she continues. "You think, 'This is the way Beckett meant it to be.'"

position required for *Footfalls* and developed problems with her central nervous system after being immobilized so that only her mouth could move for *Not I*.

In addition to comforting her body at Beckett's behest, she followed his precise instructions, even to the subtlest of gestures. Ms. Whitelaw compares herself to a dancer "who has to observe the music and the rhythm."

"Having observed all of the requirements Beckett demanded, I then found a marvelous freedom."

Other actors chafed under Beckett's controls. Some found it particularly difficult to meet his vision of a performance devoid of embellishment. Ms. Whitelaw recalls that Albert Finney, who starred in *Krapp's Last Tape* at the Royal Court Theatre in 1973, turned to her for guidance as he struggled to mute the emotional color with which he tilted his role.

"What am I supposed to do, Billie? I take reds and greens, blues and pinks out of the cupboard and mix them."

"I said, 'Put all the tubes back in the cupboard, Albert. Use your blacks and whites and grays.'"

Despite her control, Beckett and Mr. Finney "couldn't hit it off at all," Ms. Whitelaw recalls. She's been more successful at getting some of her students to see what Beckett aimed for. "My initial reaction was thinking that, with Beckett, you have no room as an actor, nowhere to go," says Malcolm D. Nicholls, a theater major at Hampshire College who took Ms. Whitelaw's classes at Smith.

AFTER WORKING with Ms. Whitelaw, he says, "You realize, Yeah, there is room. And, depending on what kind of theater experience you are looking for, the potential in Beckett's work is even greater than that of most theater in terms of expression. His work is so constrained, so compacted, so raw—it's like you're minding."

At Dartmouth, the small theater has become warm, and Ms. Whitelaw has loosened the neck of her heavy wool cardigan. Like a dancer at the barre, she bends her knees, swaying slightly from side to side and snapping her fingers to punctuate phrases while her voice taps the consonants and caresses the vowels.

"Mother. Mother. . . . Would you like me to inject you again? . . . Would you like me to change your position again? Straighten your pillow? Change your dress? Pass you the bedpan? The worming pan?" On this last phrase, she breaks her pattern of monotone and her voice ascends the scale, then dips briefly before again finding its place in line.

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HONG KONG POLYTECHNIC

The Hong Kong Polytechnic was established in 1872. With a full-time equivalent student population of 13,800 and a full-time academic staff of approximately 1,000, it is the largest of the higher education institutions in Hong Kong, offers a wide range of advanced courses and pursues research in domestic level.

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DEPARTMENT OF ELECTRONIC ENGINEERING

Lecturers in Telecommunications & Computer Communications/High Frequency Engineering/Computer Engineering/Manufacturing/Engineering Design/Industrial Electronics/Computer Graphics & CAD/CAM/Testing & Fault Diagnosis/Microelectronics & IC Fabrication

DEPARTMENT OF ENGLISH

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Candidates should have high academic qualifications, preferably at doctoral level, together with substantial relevant experience in tertiary education, research or consultancy.

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Senior Lecturer (HK\$89,020 p.a. - HK\$91,180 p.a.)

Candidates should have a good honours degree or equivalent professional qualification and preferably an advanced degree or an advanced professional qualification (or extensive experience in areas such as teaching, research, consultancy, curriculum development, industrial/commercial/public service employment and/or previous research or consultancy in the relevant area).

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Application: Applications including curriculum vitae, and the names of three referees (reference should be sent to the General Secretary, Hong Kong Polytechnic (Box 502/1616), Hong Kong) should be submitted by the date of the closing date.

Admissions Admissions Controller, Carroll College is seeking energetic and motivated individuals with excellent academic records, and communication skills, and a strong desire to serve. Candidates should have a minimum of a Bachelor's degree in a related field and a minimum of two years of experience in a similar position. Responsibilities will include: recruitment, admissions, financial aid, and student services. Salary: \$18,000 per year. Location: Carroll College, 1000 N. 1st St., Carroll, IA 51401.

Admissions Assistant, Director for North Carolina State University. The position is responsible for the recruitment and admission of students to the university. The position is located in the Office of Admissions, North Carolina State University, Raleigh, NC 27695.

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Cedar Crest College is a four-year, independent, liberal arts college for women. There are 1,200 students, half of whom are traditional age and half of whom are mature returning to school. The 125-year-old college offers majors in 27 liberal fields, 65% of whom are liberal arts. The beautiful campus is located in the Lehigh Valley, 90 miles from New York City and 50 miles from Philadelphia.

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Send letter of application and curriculum vitae to:

Dr. Robert H. Johnson
Department of Communication Studies
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Business and
Public Services
Technology
Chairperson

S. J. Reynolds Community College is a comprehensive two-year college dedicated to providing quality education and training to the community.

The college is seeking a Chairperson for the Business and Public Services Technology Department. The position is a full-time, tenurable position.

The successful candidate will be responsible for teaching and supervising students in the field of Business and Public Services Technology. The position is in the field of Business and Public Services Technology and is a full-time, tenurable position.

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WINTHROP COLLEGE
SCHOOL OF EDUCATION

Three tenure-track, entry-level (Assistant Professor) faculty are sought in the following areas:

1. Educational Psychology
2. Early Childhood Education
3. Reading

Faculty are expected to teach undergraduate and graduate courses, advise students, and engage in scholarly and service activities. A doctorate in the appropriate field and K-12 teaching experience are required. Research and educational experience in educational research, multicultural education or middle grades is preferred.

Applicants should send a letter of application, current vitae, and a list of three references to: Dr. Jack Collins, Director of Curriculum and Instruction, School of Education, Winthrop College, Rock Hill, SC 29733. Complete position descriptions are available upon request. To ensure full consideration, applications should be postmarked by May 18, 1992.

Winthrop College is a 100 year old public, coeducational institution with 5,300 undergraduates and graduate students enrolled in the College of Arts and Sciences and three professional schools of Education, Business Administration, and Visual and Performing Arts. Degrees are conferred at the bachelor's, master's and specialist levels. The College will become a University in July, 1992.

The School of Education at Winthrop is a member of the National Education Research Network and the Renaissance Group. The School enrolls 1,200 students in twenty programs and employs over fifty full-time faculty.

Located in Rock Hill, South Carolina, a community of 15,000 in the geographic center of the Carolinas, Winthrop offers the advantages of being located only twenty miles from Charlotte, North Carolina. The College enjoys an excellent reputation for the nurturing of its students. The area affords students ample cultural and recreational opportunities.

Winthrop College is an Equal Opportunity, Affirmative Action Employer.

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Winthrop College is an Equal Opportunity, Aff

■ **Accounting Instructor - Fresno City College**

MINIMUM STANDARDS: Requires a Master's degree in accounting or business administration with accounting concentration OR has bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND master's in business, business education, taxation or finance OR bachelor's degree with a CPA license OR the equivalent

DUTIES & RESPONSIBILITIES: Includes organizing and teaching classes in all areas of accounting, aiding in the development of curriculum utilizing microcomputers in the instruction of accounting, and otherwise fulfilling all of the duties and responsibilities of instructors as required.

■ **Electronics Instructor - Fresno City College**

MINIMUM REQUIREMENTS: requires a bachelor's degree in an appropriate field; or a two-year full-time occupational experience in electronics/electrical fields; or an Associate degree in a related discipline; six years full-time experience in electronics and related technologies; and a fulfilled California Community College Instructor Credential. Teaching experience will not be accepted as a substitute for occupational experience.

DUTIES & RESPONSIBILITIES: Includes teaching fundamentals / applications of electronics and industrial electronics from a component to system level; teaching industrial maintenance and computer applications consistent with curriculum requirements and standards, and instructing in the degree, in service, and industry based training programs.

■ **Carpet Installation Instructor - Fresno City College**

MINIMUM STANDARDS: Requires a high school diploma or the equivalent, eight years experience in carpet installation including two years as a licensed carpet contractor.

DUTIES & RESPONSIBILITIES: Includes developing curriculum for, and instructing in, the floor covering installation program. The program at the Vocational Technical Center will prepare students to become proficient in the techniques of planning,

COMPENSATION: Salary is \$32,623 to \$67,653 with highest starting salary at \$49,133 plus \$1,044 for an earned doctorate.

Starting Date: 7/1/92 **Filing Deadline:** 6/1/92

1525 E. WILSON, FIDELITY, CRYSTAL, OR CHRYSTAL, CRYSTAL

COLUMBUS STATE
Community College

Columbus State Community College

The Chair is responsible for ensuring that the highest quality educational service is provided to students and the community in support of the College's mission. Duties include: implementing

Qualifications include: a Master's degree in English, Mathematics, Adult Education or Developmental Education. Proven management and leadership skills necessary. Experience in post-secondary education programs, policies and procedures; budgeting; ensuring proper staffing; coordinating tutoring program; and planning.

To apply, send résumé and three professional references postmarked by May 26, 1992 to:

TRICT
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nu

Columbus State Community College
550 E. Spring Street
Columbus, Ohio 43216-1609

EOE/AA

Instructor _____
Student _____

Ohio 45662. Shawnee State seeks staff who share our commitment to students as our first priority. SSU is an Affirmative Action, Equal Opportunity Employer and encourages applications from minorities, disabled persons, and Vietnam era veterans.

Computer Services Director of Administrative Systems and Programming. To serve as manager of the systems and programming department. This is one of 3 positions reporting to the Executive Director for Information Management and will function as the assistant director for the division. Will

thump College (reaccredited without condition as of July, 1992), founded in 1886, is a medium-sized, comprehensive, residential institution recognized as one of the outstanding public colleges in the region. We are in the process of implementing a new hardware & software environment to better support our faculty and students in the College's information technology planning and implementing database. Campus America's POISE software provides technical information retrieval staff. Requirement: A bachelor's degree is required. Candidates should have a minimum of one to three years experience in administration. Experience in computer science is a plus.

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ment, BSU (or part thereof) is an essential condition. It is willing to pay a stipend. Furthermore, the cost of living and is free from major distractions. Positions considered are:

- 1. Assistant professor in the field of computer science, information management or a related field and a minimum of three year's experience in programming and systems analysis with at least one year of supervisory experience.
- 2. Senior research associate, minimum P. A. position.

send resume to Personnel Services, United Aircraft, Portsmouth, New Hampshire. This position offers a competitive starting salary. An Affirmative Action, Equal Opportunity Employer.

PENNSTATE

University Park Campus

HEAD, DEPARTMENT OF FOOD SCIENCE

The College of Agricultural Sciences seeks applicants for the position of Food Science Department Head. The individual chosen will be responsible for leadership, administration, and coordination of resident instruction, extension, and research programs of the department. The successful candidate will have administrative responsibility for academic affairs, departmental personnel, financial matters, and physical facilities. The individual will also be responsible for leadership and coordination of programs in relation to other departments, government agencies, food and related industries, and consumers. Required qualifications are an earned Ph.D. or equivalent academic degree in Food Science or a closely related area, and evidence of effective administrative and leadership abilities or strong evidence of potential administrative and leadership abilities. A significant period of professional and/or academic experience in Food Science is highly desirable, as is experience with or in-depth knowledge of university teaching, research, and extension functions. Evidence of effective interaction with the food industry and related industries, as well as with government agencies is also highly desirable. Salary will be commensurate with the qualifications and experience of the candidate. Interested individuals are invited to submit 1) a resume with documentation of teaching, research, extension, administrative, and leadership experience, and 2) a statement which reflects the candidate's personal philosophy of education and leadership to: Dr. Donald B. Thompson, Chairman, Search Committee, Room 8-8, Borland Laboratory, Penn State University, University Park, PA 16802, (814) 863-4881, (814) 863-6132 (FAX).

Applications will be accepted until July 31, 1992, or until the position is filled.

An Affirmative Action/Equal Opportunity Employer
Women and Minorities Encouraged to Apply

UNIVERSITY OF SOUTHERN CALIFORNIA

DEPARTMENT OF NURSING

ASSOCIATE CHAIR FOR RESEARCH

The Department of Nursing invites nominations for the position of Associate Chair for Research. Candidates for this position will have demonstrated leadership, research experience, scholarship, and interpersonal skills essential for dynamic leadership.

Responsibilities include planning and conducting research, assisting the faculty in research development activities and teaching research related courses. Applicants must have an original research program and success in obtaining research funding.

Candidates should have an earned doctorate; a Master's degree in Nursing; 10-15 years of nursing and demonstrated commitment to research and scholarly endeavors.

USC is a member of the leading centers of teaching and research and is the oldest independent research university in the West.

Nominations and expressions of interest will be received until the position is filled and should be submitted to:

Juliana M. Lind, RN, MN
Interim Chair
Department of Nursing
University of Southern California
332 W. 19th Street, Los Angeles Hall
Los Angeles, CA 90089

USC is an Equal Opportunity, Affirmative Action Employer.

College of Education

Michigan State University

The College of Education at Michigan State University is seeking candidates of exceptional ability and professional accomplishments to replace to fill a tenure-track position in Student Affairs Administration and Student Learning in the Department of Educational Administration. The position is at the assistant or associate professor rank, and salary will depend upon the applicant's professional experience. Appointment may begin as early as August 15, 1992.

The person selected will be a member of the Higher, Adult and Lifelong Education faculty which will advise the Master's degree in Adult and Lifelong Education degree as well as a Master's degree in Adult Education and the Ph.D. degree in Adult and Lifelong Education. The person selected will be responsible for advising students who are applying to work effectively with diverse student learners, to assist colleges and universities to design and maintain excellent student support services and to support institutional efforts to enhance student learning and development. We seek to continue a tradition of excellence at MSU while strengthening our contribution to the field.

Position to Student Affairs Administration/Student Learning
Responsibilities will include: 1) conducting and publishing research on student learning in college settings, student affairs administration in a college setting, student learning and development, and learning across the lifespan; 2) working collaboratively with colleagues in Higher, Adult and Lifelong Education; 3) the MSU Division of Student Affairs and Services; and in the larger university, in efforts to understand and improve student learning; 3) providing leadership to develop and sustain an effective academic program in Student Affairs Administration; 4) teaching and advising students in both the Master's and Ph.D. levels; 5) providing professional service to interested clients within Michigan in particular.

Desirable qualifications include: 1) an earned doctorate (required) in education or a related social science discipline; 2) experience in student affairs administration; 3) evidence of exceptional scholarly accomplishment or promise for distinguished research, presentations or other scholarly work.

Interested persons should send a letter of application, curriculum vitae, sample of scholarly writing, and names of three references to: Catherine J. Thompson, Search Committee, Department of Educational Administration, 418 Educational Administration Building, Michigan State University, East Lansing, MI 48824-1034. Review of applications will begin May 15, 1992.

ASSOCIATE PROFESSOR IN COMPUTING SCIENCE (TENUREABLE)

Overseas University of Technology is an Australian university with 25,000 students. The Faculty of Information Technology comprises the School of Computing Science, the School of Information Systems, the School of Information Resources, and the School of Information Management. The position of Associate Professor in Computing Science is a tenureable position.

The appointee will be responsible for the Head, School of Computing Science, and will be responsible for the overall management of the school. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff.

The School's interests are in programming languages, computer architecture, processing, graphics, artificial intelligence, and related areas. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff.

Women are under-represented at OUT at this level, therefore qualified women are encouraged to apply. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff.

QUALIFICATIONS/KNOWLEDGE: Appointee should hold a degree in a relevant discipline at the level of a Master's degree or equivalent. The appointee should have a proven record of research and teaching experience. The appointee should have a proven record of research and teaching experience. The appointee should have a proven record of research and teaching experience.

FURTHER INFORMATION: Duty statement and selection criteria are available on request. For further information, please contact the Department of Information Systems, Overseas University of Technology, 2500 London Road, Sydney, NSW 1570, Australia. Tel: 61 6 944 2316, fax: 61 6 944 2317, or email: j.parker@out.edu.au.

Applications: Applications should close 22/02/92 and indicate academic qualifications, experience and teaching record. Please send a letter of application, curriculum vitae, sample of scholarly writing, and names of three references to: Catherine J. Thompson, Search Committee, Department of Educational Administration, 418 Educational Administration Building, Michigan State University, East Lansing, MI 48824-1034. Review of applications will begin May 15, 1992.

An Equal Opportunity Employer

FACULTY POSITIONS

The Department of Pharmacology invites applications for 2 tenure-track positions at the assistant, associate, or professor levels commencing October, 1992. Successful candidates will be expected to develop a strong research program primarily in cancer biology, cancer pharmacology, or in the general area of growth and cell cycle regulation, and to teach medical and graduate students. The positions offer competitive salaries and laboratory start-up packages.

Application deadline is June 30, 1992. Send CV and 3 letters of reference to Dr. Leroy F. Liu, Chair, Search Committee, Department of Pharmacology, UMD-NJ-Robert Wood Johnson Medical School, 875 Hoes Lane, Piscataway, NJ 08854-5585. UMDNJ, New Jersey's University of the Health Sciences, is an Affirmative Action/Equal Opportunity Employer. Minorities and women are encouraged to apply.

UNIVERSITY OF MISSOURI-COLUMBIA

COLLEGE OF EDUCATION

Department of Practical Arts and Vocational-Technical Education

Assistant Professor - Marketing Education

The College of Education invites applications for a tenure-track position for the position of Assistant Professor in Marketing Education. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff.

Qualifications: Graduate degree in Marketing Education or a related field. Minimum of three years' teaching experience in a college or university setting. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff. The appointee will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff.

Application: Send letter of application, curriculum vitae, sample of scholarly writing, and names of three references to: Catherine J. Thompson, Search Committee, Department of Educational Administration, 418 Educational Administration Building, Michigan State University, East Lansing, MI 48824-1034. Review of applications will begin May 15, 1992.

An Equal Opportunity Employer

AUSTIN COMMUNITY COLLEGE

Austin Community College is a two-year comprehensive community college located in the Capital Area of Texas. The college is fully accredited by the Southern Association of Colleges and Schools. The college has a long history of excellence in education and research. The college has a long history of excellence in education and research.

Surge Technology Instructor
Responsibilities: Instruct, supervise, and coordinate instruction in surge technology. The instructor will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff. The instructor will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff.

Application: Send letter of application, curriculum vitae, sample of scholarly writing, and names of three references to: Catherine J. Thompson, Search Committee, Department of Educational Administration, 418 Educational Administration Building, Michigan State University, East Lansing, MI 48824-1034. Review of applications will begin May 15, 1992.

An Equal Opportunity Employer

FACULTY AND RESIDENTIAL EDUCATION OPENINGS

Colby-Sawyer College, a small independent educational college located in the beautiful Hamptons, announces two openings for the 1992-93 academic year.

Embodying the finest elements of New England's liberal arts tradition combined with excellent practical programs, Colby-Sawyer College offers an environment characterized by a close, rewarding interaction between those who come here to teach and those who come here to learn.

COORDINATOR OF SECONDARY EDUCATION FACULTY POSITION
This faculty position, at the Assistant or Associate Professor level, will be responsible for teaching courses, developing and coordinating programs in secondary education, placing and supervising secondary students in the field, and interacting with cooperating schools and accrediting agencies. Experience teaching at the secondary level is a plus. A doctorate in education is required.

AREA COORDINATOR RESIDENTIAL EDUCATION
This is a 10-month live-in position with responsibility for recruitment, selection, training, and evaluation of student residents. The coordinator will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff. The coordinator will be responsible for the overall management of the school, including the supervision of research students and the supervision of research staff.

Application: Send letter of application, curriculum vitae, sample of scholarly writing, and names of three references to: Catherine J. Thompson, Search Committee, Department of Educational Administration, 418 Educational Administration Building, Michigan State University, East Lansing, MI 48824-1034. Review of applications will begin May 15, 1992.

An Equal Opportunity Employer

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REFERENCE LIBRARIANS

New Mexico State University

TWO NEW POSITIONS

NMSU, New Mexico's land grant university, enrolls over 15,000 students in 21 undergraduate, 45 master's, and 19 doctoral degree programs. NMSU is a member of the Carnegie Foundation for the Advancement of Teaching and the Hispanic Association of Colleges and Universities.

The University Library comprises approximately 850,000 volumes and has an annual budget exceeding 4 million dollars. As a result of a major restructuring program has created a new general library to house humanities and social sciences and to allow for the expansion and continued growth of the science, technology, and business library. The Library uses DCLC, VLS, INC, NACWOC, and numerous microcomputer and other electronic applications. The University Library is seeking two skilled and motivated librarians to develop major enhancements in library services during a period of sustained growth. Successful candidates will be individuals who share a commitment to provide outstanding library services and to develop as faculty members. A second advancement is desirable. Candidates should have excellent oral and written communication and interpersonal skills; a basic knowledge of Spanish is desirable. These two newly created positions are 12-month term appointments with academic year salaries and comprehensive benefits package. All faculty must satisfy Library and University requirements for position and promotion.

Located along the Rio in southern New Mexico, NMSU is 40 miles north of El Paso, TX, at the southern end of the Rocky Mountains. The area enjoys abundant sunshine with moderate temperatures, yet is within easy driving distance of alpine areas that include excellent hiking, skiing, and water sports.

1. Reference Librarian—Engineering Specialist (New Position)

QUALIFICATIONS: An ALA-accredited M.S. degree, at least two years' relevant experience, including reference, bibliography, and research in engineering or database searching; an academic background in engineering or physical sciences; demonstrated ability to develop, deliver, and evaluate services to students, faculty, and staff.

RESPONSIBILITIES: Provides general reference services, including weekly and evening sessions. Develops and maintains a collection of reference materials for the College of Engineering and related research units. Participates in collection development, bibliographic instruction, and database searching.

COMPENSATION: Salary and rank dependent on qualifications, minimum \$24,500.

2. Reference Librarian—Information Technology Specialist (New Position)

QUALIFICATIONS: An ALA-accredited M.S. degree; demonstrated reference skills and at least two years' relevant experience including expert knowledge on a variety of software applications; knowledge of both national and local networks; database searching experience; and ability to provide instruction to students, faculty, and staff.

RESPONSIBILITIES: Provides general reference services, including weekly and evening sessions. Develops, promotes, and provides training in information technologies for reference and research. Provides instruction in database searching, database searching, and database searching.

COMPENSATION: Salary and rank dependent upon qualifications, minimum \$24,500.

Applications for these positions will be reviewed beginning June 8, 1992, and continuing until the positions are filled. To apply send a letter of interest, curriculum vitae, and three references to:

Reference Librarian Search Committee
New Mexico State University
Box 30000, Las Cruces, NM 88003

NMSU is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply.

Office of employment in compliance with Title VII of the Civil Rights Act of 1964 and the Equal Employment Opportunity Act of 1972.

Director: Women's Support and Resource Center

New Jersey Institute of Technology seeks experienced administrator to provide leadership for programs and activities designed to enhance and enrich the university experience for women students. Reporting to the Vice President for Academic Affairs, the director's responsibilities include: recruiting and retention of women students and faculty; coordination of services and programs; development and implementation of new programs and services; Master's required; Ph.D. preferred. Must have 5 years experience in a similar position in a college or university.

MIT is the comprehensive technological university of New Jersey with approximately 1500 students in baccalaureate through doctoral programs in Newark College of Engineering, the School of Architecture, the College of Science and Arts, and the School of Industrial Management.

Karl does not discriminate on the basis of sex, race, color, handicap, religion, marital or sexual orientation.

Send resume: Personnel Rec. Div.

CENTER DIRECTOR OPENING

Center for Clinical Psychology Services

The Curry Programs in Clinical and School Psychology

DEPARTMENT OF HUMAN SERVICES
CURRY SCHOOL OF EDUCATION
UNIVERSITY OF VIRGINIA

The Center for Clinical Psychology Services is a comprehensive outpatient mental health facility which functions in support of the Curry Program's American Psychological Association accredited program in clinical psychology. The Center provides services to children, adults, families, and a variety of community agencies including local school systems. The staff of the Center is composed of both faculty and student clinicians.

Qualifications: Ph.D. in Clinical Psychology from an APA accredited program; licensure as a clinical psychologist; strong administrative leadership abilities and interest in organizational design; 3-5 years of postgraduate experience involving children, adults, and families.

The appointment shall be made to the general (non-union track) faculty at the rank commensurate with experience.

Candidates should submit a current vita and three letters of recommendation to:

Richard R. Abidin
Chair Search Committee
447 Ruffner Hall
University of Virginia
405 Emmet Street
Charlottesville, VA 22905

Application deadline: open until filled.

University of Virginia is an Equal Opportunity, Affirmative Action Employer.

DIRECTOR OF COUNSELING SERVICE

Vassar seeks a director of counseling services to oversee the psychological and other counseling needs of undergraduates in a residential, liberal arts academic setting. The position is available from August 1, 1992. Vassar is an independent, nonsectarian college of 2,250 students, of whom over 90% reside on the campus. The counseling service consists of five full- and/or part-time professional counselors as well as a consulting psychiatrist and is housed in Metcalf House on the college campus.

The successful candidate will hold the PhD or equivalent degree, have significant experience with undergraduate constituencies and demonstrated administrative experience. Experience with clinical supervision, leadership of counseling, consultation, group counseling, crisis management, ethnic populations and gender issues is desirable. He or she will also hold or be eligible for licensure in New York State. Salary is commensurate with experience and the responsibilities of the position. Qualified candidates who are women and members of ethnic minority groups are particularly encouraged to apply. Vassar College is an equal opportunity and affirmative action employer.

Send statement of interest, current vita, and three professional references by June 1, 1992 to:

Colin A. Johnson, Acting Dean of Student Life
P.O. Box 180
Vassar College
Poughkeepsie, NY 12601

PARKLAND COLLEGE

Parkland College is seeking applications for the position of Director of the Child Development Center. The position is recognized as one of the premier community colleges in the nation. The college is a comprehensive two-year community college located in East Central Illinois. In its 23rd anniversary year, it offers a full range of academic, vocational, and technical education programs to over 4,000 students.

The position is a new, full-time, 12-month, professional appointment, to be filled by June 1, 1992. The Director will represent the Child Development Center in the community, administer the Center, provide direct supervision of the Center staff, and ensure that the Center policies and procedures are followed. The Director interfaces with college services as they relate to the program. Minimum requirements are a Master's degree in Child Development or Early Childhood Education, including course work in administration. Previous child care supervisory experience is required. Experience as a director of child care and teaching at the college level is preferred, as well as experience with fund raising and entrepreneurial ventures.

Salary range for this position is \$23,000-\$26,000 and will be based upon experience and qualifications. Application deadline is Tuesday, May 12, 1992, at 5:00 P.M.

To apply, send cover letter, resume, names, addresses, and telephone numbers of three references to:

Department of Human Resources/Search Committee Chair
2400 West Bradley Avenue, Champaign, IL 61821

Applicants will be required to complete the college application form and must be required to submit official transcripts.

If you wish additional information, contact the Office of Human Resources at 2400 W. Bradley Avenue (A-113), Champaign, IL 61821-1899, or call 217-551-2225.

Parkland College is committed to equal opportunity employment and promotes diversity in all areas. Qualified women and minorities are encouraged to apply.

Infant/Toddler Supervising Teacher

Responsibilities: Teach one demonstration class with 6 weeks to 30 months age group, supervise classroom, and assist in college teaching, conduct research.

Minimum qualifications: Master's degree in Early Childhood or related field, three years teaching experience. Salary \$25,000-\$30,000 plus benefit (12-month contract).

Send letter of interest, resume and the names and contact information for three references to:

Dr. Barbara K. Lippman, Early Childhood School and Research Institute, Memphis State University, 3771 Poplar, Memphis, TN 38152.

The Barbara K. Lippman Early Childhood School and Research Institute is a laboratory demonstration school for the Memphis State University College of Education.

UNIVERSITY OF DENVER



Southern California Based Admission Officer

The University of Denver seeks a well organized and energetic staff person who will assume the responsibility for a full-time resident recruitment assignment based in Southern California. A modest amount of time will also be spent in Arizona.

Qualified candidates will have at least a B.A. or U.S. degree and a minimum of three years of admission or comparable experience. A first hand knowledge of, and relationship with, schools, community colleges and counselors in Southern California is highly desirable.

The University of Denver is an Independent Institution which enrolls approximately 2,800 undergraduates and 3,000 graduate and professional students. With a student-faculty ratio of 13:1, and an average class size of 29 or fewer students, D.U. offers the advantages of a liberal arts college environment with the added distinctiveness of an institution with over 50 major fields of study.

Competitive candidates must establish that they have a high level of initiative, personal motivation and the ability to work independently. Strong presentation and interviewing skills are also necessary. Resumes and three letters of recommendation which attest to these skills are required by June 1, 1992. The names of those who will write in your behalf should be included on the resume.

Compensation will be competitive as well benefits and arrangement to support this new Southern California office. The anticipated starting date is August 1, 1992. Please send resume and letters of recommendation to the Search Committee, Office of Admission, University of Denver, Mary Reed, Bldg. #107, Denver, CO 80202.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the grounds of race, religion, color, national origin, age, gender, sexual orientation, disabled, handicapped or veteran status; and to take appropriate affirmative action in connection therewith.

DIRECTOR OF ACADEMIC ASSISTANCE

Westbrook College is seeking a Director of Academic Assistance to develop and manage a coherent program of academic assistance that includes assessment, tutorial assistance, and the coordination of workshops and seminars to improve student academic performance. The Director serves as the Coordinator of Academic Assistance, University of Denver, and as the Director of Academic Assistance, Westbrook College. The Director will be responsible for the development, implementation, and evaluation of academic assistance programs, and for the coordination of academic assistance services across the institution.

Please send a letter with resume and the names of three professional references by June 1, to Dr. Ronald Montano, Dean of the College, Westbrook College, 716 Stevens Ave., Portland, ME 04103, E.O.E.

Library Assistant/Archivist Librarian

University Libraries, under the direction of the University Librarian, are seeking a Library Assistant/Archivist Librarian to assist in the management of the University Libraries. The position involves the development and implementation of library policies, procedures, and programs, and the coordination of library services across the institution. The position also involves the management of library collections, and the development and implementation of library programs and services. The position is a full-time position, and the salary is \$32,000 per year. The position is located in the University Libraries, and the position is open to all qualified candidates. The position is a full-time position, and the salary is \$32,000 per year. The position is located in the University Libraries, and the position is open to all qualified candidates.

FORT VALLEY STATE COLLEGE

Fort Valley, Georgia 31030
A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA
FOUNDED 1889

Director of Institutional Advancement

QUALIFICATIONS: The successful candidate must possess the potential to bring quality and imagination to the development of a successful institutional advancement effort at the college. Candidates must possess outstanding organizational and interpersonal skills, as well as effective writing and speaking abilities, and the ability to manage and coordinate successful fund-raising efforts. The candidate must have demonstrated successful management ability as well as successful experience in interacting with the external community and the business world. The minimum of a master's degree is preferred.

MAJOR RESPONSIBILITIES: The successful candidate reports directly to the President and serves as a member of the administrative council. The Director has administrative jurisdiction over the offices of Development, Alumni Affairs, and Community Relations and the Title III Program. The Director has the responsibility for moving each program forward in the achievement of all institutional goals as they relate to the institution's mission.

SALARY: Competitive, commensurate with experience and educational background.

PERFECTIVE DATE OF APPOINTMENT: August 1, 1992

APPLICATION DEADLINE: June 3, 1992

APPLICATION: Letter of application; current detailed resume; official transcripts and three current letters of reference should be forwarded to:

Dr. Cynthia Sellers, Chairperson
Institutional Advancement Director Search Committee
P.O. Box 4097
Fort Valley State College
Fort Valley, Georgia 31030

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

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WELLS COLLEGE

REGISTRAR

POSITION: Wells College invites applications for the position of Registrar. The Registrar is responsible for supervising student records, for developing and maintaining a student data base, and for supervising all registration and scheduling processes. The Registrar will have major responsibility for institutional data collection and distribution, and will report directly to the Dean of the College. This appointment begins July 1, 1992.

QUALIFICATIONS: Qualifications include at least two years' experience in registrar's office, a master's degree in education or a related field, and experience with main-frame student data bases. The successful candidate will have strong organizational and communication skills, excellent analytical skills, and the ability to work effectively with students, faculty, and administrators. A wide range of administrative, and public relations, is a plus.

WELLS COLLEGE: Wells College is an independent, private liberal arts college located in Aurora, New York, on the east shore of Cayuga Lake. Because the college is currently developing a strategic plan that requires greatly accelerated data collection and analysis, the role of the Registrar will be key in developing data systems.

Applicants are asked to send a letter of application, a curriculum vitae, and the names, addresses, and telephone numbers of three references to Dr. Linda R. Riney, Dean of the College, Wells College, Aurora, NY 13020. Screening of applications will begin June 15 and continue until the position is filled. Wells College is an Equal Opportunity Employer and welcomes applications from women and minorities.



Assistant Director / Oracle DBA

The University of Connecticut is seeking applications for the position of Assistant Director / Oracle DBA in the Information Systems Department. The position involves the development and implementation of database systems, and the coordination of database services across the institution. The position is a full-time position, and the salary is \$32,000 per year. The position is located in the Information Systems Department, and the position is open to all qualified candidates.

Please send a letter with resume and the names of three professional references by June 1, to Dr. Ronald Montano, Dean of the College, Westbrook College, 716 Stevens Ave., Portland, ME 04103, E.O.E.

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DIRECTOR OF RESIDENCE LIFE

Southwest Texas State University
San Marcos, Texas 78666



DIRECTOR OF RESIDENCE LIFE

Southwest Texas State University invites applications and nominations for the position of Director of Residence Life. The position involves the development and implementation of residence life policies, procedures, and programs, and the coordination of residence life services across the institution. The position is a full-time position, and the salary is \$32,000 per year. The position is located in the Office of Residence Life, and the position is open to all qualified candidates.

QUALIFICATIONS: The successful candidate must possess a master's degree in education or a related field, and experience in residence life administration. The candidate must have strong organizational and communication skills, and the ability to work effectively with students, faculty, and administrators.

MAJOR RESPONSIBILITIES: The successful candidate reports directly to the Dean of Students and is responsible for the supervision of all residence life programs and services. The Director has the responsibility for moving each program forward in the achievement of all institutional goals as they relate to the institution's mission.

SALARY: Competitive, commensurate with experience and educational background.

PERFECTIVE DATE OF APPOINTMENT: August 1, 1992

APPLICATION DEADLINE: June 3, 1992

APPLICATION: Letter of application; current detailed resume; official transcripts and three current letters of reference should be forwarded to:

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DIRECTOR OF PAYROLL

The University of Connecticut is seeking applications for the position of Director of Payroll. The position involves the development and implementation of payroll systems, and the coordination of payroll services across the institution. The position is a full-time position, and the salary is \$32,000 per year. The position is located in the Office of Payroll, and the position is open to all qualified candidates.

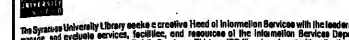
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HEAD, INFORMATION SERVICES DEPARTMENT

Southwest Texas State University
San Marcos, Texas 78666



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QUALIFICATIONS: The successful candidate must possess a master's degree in education or a related field, and experience in information services administration. The candidate must have strong organizational and communication skills, and the ability to work effectively with students, faculty, and administrators.

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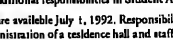
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POSITIONS IN STUDENT AFFAIRS

Southwest Texas State University
San Marcos, Texas 78666



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DIRECTOR OF PAYROLL

The University of Connecticut

Director of Environmental Health & Safety

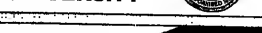
Stanford University's Department of Environmental Health and Safety provides safety services to the entire University. The Director of Health and Safety leads a staff of 60 and develops policies, strategic plans and schedules for University-wide health and safety programs.

The Director reports to the Vice-President for Planning and Management and the President of the University and represents the University's health and safety programs to the University community, political jurisdictions and the general public.

Qualified candidates must have demonstrated ability to provide leadership and manage a large organization. Other important factors which will be considered: experience in environmental health and safety, experience with environmental regulations; experience working in an academic environment; commitment to leading decentralized department-based health and safety programs and to the University's internal and external Affirmative Action Program.

Please send resume and cover letter, highlighting qualifications, to: Russ Whitford, J920368-VA, Stanford University, 857 Serra Street, Stanford, CA 94305-5230. EOE/AA.

STANFORD UNIVERSITY



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UNIVERSITY OF FLORIDA College of Law ASSOCIATE DIRECTOR FOR DEVELOPMENT AND ALUMNI AFFAIRS

The University of Florida and its College of Law are seeking applications and nominations for the position of Associate Director for Development and Alumni Affairs.

The College of Law enrolls 1,200 law students annually and has over 12,000 alumni. The College, having completed a successful Capital Campaign raising over \$12 million, is seeking an individual who has a bachelor's degree, annual fund solicitation, some major gift fund raising experience, good verbal and written communication skills, writing ability, and a willingness to travel.

The successful candidate will join an enthusiastic and aggressive development staff of thirty professionals at the University of Florida and will be primarily responsible for annual fund solicitations, a clear representative and liaison program, and secondary responsibility in major gift solicitation. He/she will report to the Assistant Dean for Development and work closely with the Dean of the College of Law.

Letters of application, to include a resume and three references, should be mailed to:

Ms. Sara Baeza
Chairperson, Search Committee
Office of the Dean
P.O. Box 117066
Gainesville, Florida 32611

Applications will be received until the position is filled. Review of applications will begin on May 13, 1992.

The University of Florida is an Affirmative Action,
Equal Opportunity Employer.

Director of Orientation,
ASSISTANT DIRECTOR OF ADMISSIONS

Ball State University

Muncie, Indiana

Ball State University

Ball State University

Ball State University

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Director of the Annual Fund

Beth Israel Hospital seeks a Director of the Annual Fund to oversee all annual fundraising efforts (beyond, capital and foundation) and also oversee the information and communications area for development (detailing entry, acknowledgment, and the operations of the annual program including the budget, recruitment and supervision of nine staff and six volunteers. The Director works closely with the trustee, Hospital President to execute the annual fund program. He/she will also develop an annual major gift program and be involved in soliciting prospects.

Candidates must have seven years of experience in fundraising management position, experience with major and annual fund volunteers, be able to write clearly and communicate with a variety of people; must be results-oriented; possess an understanding of team work; marketing as applied to annual funds, initiative and a track record of successful major donor cultivation and solicitation. Successful candidate must have a strong background in fundraising and managing staff. Hospital or related experience is a plus. BA required.

Beth Israel Hospital, a 504-bed major Harvard Teaching Hospital, offers high-level compensation and a flexible benefit program that enables employees to choose among the best that meet their needs. We also provide 34 days of paid time-off per year, tuition reimbursement, an on-site health promotion program and fitness center, and an on-site child care center. Please send resumes to Mary K. Elit, Snelling & Kohn, Inc., 17 Lee Street, Suite 5, Cambridge, MA 02130.

Beth Israel Hospital Boston
330 Brookline Avenue • Boston, MA 02215
An Equal Opportunity Employer M/F

Beth Israel Hospital Boston

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DIRECTOR OF PUBLICATIONS

THE GRADUATE SCHOOL OF BUSINESS OF COLUMBIA UNIVERSITY is looking for a Director of Publications, to manage and oversee all of the creative and business aspects of the planning, writing, and production of all of the School's publications, which include the Annual Report, the Alumni Magazine, Hermes, The Faculty R & D Magazine, and The Faculty Directory.

THE DIRECTOR WILL ALSO BE MANAGING EDITOR AND RESPONSIBLE FOR:

- editing and producing marketing-oriented programs and annual publications,
- the hiring of illustrators, photographers, writers, copy editors, typographers, designers, layout people, printers, and mailing center staff,
- working closely with the faculty, developing ideas for articles about current research, and translating complex scholarly material for a general readership, and
- attending and writing about events, speakers, and seminars, and working with prominent alumni and the Board of Overseers.

THE SUCCESSFUL CANDIDATE WILL HAVE:

- a B.A. degree,
- 4 to 6 years of professional experience in all areas of publications, production, and related areas,
- strong management and budgetary skills,
- excellent interpersonal communication and diplomacy skills,
- and a high level of demonstrated initiative, creativity, and decisiveness.

Please send resume to Employment Office, Columbia University, 200 Dodge Hall, Box 0039, 116th Street and Broadway, New York, NY 10027. We take affirmative action toward equal opportunity.

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PROGRAM ADMINISTRATOR

Educational Testing Service, the nation's leading educational research and measurement organization, seeks an experienced and qualified Program Administrator for diversified responsibilities related to the Educational Testing Service's (ETS) GRE General Test Program.

The successful candidate will assume primary responsibility for the planning and development of the current GRE General Test. This will include managing the planning and research efforts for possible changes in the General Test, coordinating the development of computer adaptive forms, overseeing the activities of the Technical Advisory Committee in the development and planning of new GRE testing initiatives. In addition the position will require reporting to the GRE Board on all General Test revisions, and the publication of an annual General Test Data Summary Report and coordinating the development of four GRE Subject Tests.

The qualified applicant must possess a Master's degree (Doctoral degree highly desirable) or the equivalent combination of education and experience plus 6 years exposure to administration, financial management, educational measurement systems and research, that includes at least 4 years administrative and professional leadership experience. An in-depth knowledge of test development, educational measurement, statistical analysis, and research sufficient to effectively administer this program is essential. An understanding of computer-based and computer-adaptive testing methodologies is desirable. Strong communications and interpersonal skills must augment proven organizational and management ability.

ETS offers a stimulating environment, the growth and achievement, plus outstanding benefits and salary commensurate with experience. For confidential consideration, please send your resume and salary requirements to: MS. SANDY DiANGELO

EDUCATIONAL TESTING SERVICE
Rosedale Road, Princeton, NJ 08541

Equal Opportunity Employer
Women and Minorities Act Encouraged To Apply

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SAINT MICHAEL'S COLLEGE

GRADUATE RESIDENT DIRECTOR

SAINT MICHAEL'S COLLEGE

Applicants are invited for live-in position of Graduate Resident Director. Individual selected will be responsible for a residence hall staff of 4-7, and the total operation of a living area housing 200-350 students including student development, in both upperclass and Freshmen halls, programming, judicial and administrative functions. The position requires an ability to relate effectively with students and the entire college community. We offer salary, apartment and one half board. Opportunities for graduate study are available at Saint Michael's and the University of Vermont. Bachelor's degree required; leadership experience in a residence hall setting highly desirable. Send resume and three letters of reference to Lou DiMasi, Director of Residence Life, Saint Michael's College, Winooski Park, Colchester, VT 05439.

Saint Michael's College is an Equal Opportunity/Affirmative Action Employer

DIRECTOR

INDIANA UNIVERSITY CENTER ON PHILANTHROPY

Indiana University-Purdue University at Indianapolis (IUPUI) seeks a Director for the IU Center on Philanthropy to replace current Director Robert L. Tuckman who is retiring from administrative duties upon completion of a five-year term ending June 30, 1992.

The Center on Philanthropy is a comprehensive, research, and public service unit located within the IU School of Liberal Arts at IUPUI. The Center's mission is to enhance the understanding of philanthropy and its impact on the cities and values of the Indianapolis region and to provide a variety of services, including, but not limited to, research, public service, and professional development. The Director is responsible for the overall management and administration of the Center and for the development of its programs and services. The Director will also be responsible for the Center's financial and administrative affairs.

Candidates should have appropriate academic credentials and experience relevant to the intellectual work of the Center and administrative credentials and experience relevant to the management of a large organization. The committee will begin reviewing applications on September 1, 1992. Nominations and applications will be accepted until the position is filled.

Nominations and applications should be directed to:

Dean Thomas A. Latham
Committee for Director of the IU Center on Philanthropy
IU School of Liberal Arts
425 West New Street
Indianapolis, IN 46202-5194

Indiana University is an equal opportunity employer and actively seeks applications from all qualified persons, without regard to race, religion, national origin, age, or handicap.

UNIVERSITY OF ARKANSAS AT MONTICELLO

Resident Director/Counselor

The University of Arkansas at Monticello seeks applications for a Resident Director/Counselor. The position is responsible for the supervision of the 125-300 students. Responsibilities include selection, training, and supervision of staff; advising on academic, social, and personal matters; and providing a safe and secure environment for students. The position is a full-time position with a salary of \$18,000 per year. The position is located in Monticello, Arkansas. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in counseling or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in counseling or related field.

Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

AN AMERCO EMPLOYER

Mathematics Instructor, Tennessee Community College, Virginia Beach Campus

The Virginia Beach Campus of Tidewater Community College is seeking a Mathematics Instructor for the fall semester. The position is a full-time position with a salary of \$18,000 per year. The position is located in Virginia Beach, Virginia. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in mathematics or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in mathematics or related field.

Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

Senior Development Officer

Reporting to the Director of Development and External Relations, the Senior Development Officer will plan and manage the major gifts program at the Graduate School of Education and provide leadership in corporate and foundation fundraising. This creative and motivating senior officer will be an instrumental team member on a small, professional staff while progressing, overseeing the development of a multi-year strategic plan for major gifts and corporate and foundation fundraising in preparation for a capital campaign. Oversees the production of tailored proposals for individuals, corporations and foundations. Oversees the responsibilities of the fundraising staff in preparation for the Annual Fund. Regular travel required.

Qualifications: BA, graduate training preferred. A minimum of five years in fundraising related field, experience with major gifts efforts, and exposure to corporate and foundation fundraising required. Excellent verbal and written communication skills, interpersonal and management skills required. Commitment to understanding of education field. Demonstrated ability to solicit, build and direct volunteers. Knowledge of Harvard preferred.

Please send a cover letter and resume to: Sylvia Cahan, Employment Representative, Personnel Office, Harvard University Graduate School of Education, 118 Longfellow Hall, Aptos Way, Cambridge, MA 02138. Harvard University upholds a commitment to Affirmative Action and Equal Opportunity.

Harvard University

Graduate School of Education

Librarian, Director

St. John's Seminary College, Cambridge, MA, is seeking a Librarian (preferably a religiously trained individual) to manage the library. The position is a full-time position with a salary of \$18,000 per year. The position is located in Cambridge, Massachusetts. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in library science or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in library science or related field.

Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

RESIDENCE HALL DIRECTOR

Iona College, founded in 1940 by the Christian Brothers, has an R.D. position available beginning August 1, 1992.

Responsibilities: Manage daily operations of 320-bed and 100-bed dormitories. Supervise 10 Resident Assistants and front desk staff. Maintain a safe and secure environment for students. Provide a variety of services, including, but not limited to, research, public service, and professional development. The Director is responsible for the overall management and administration of the Center and for the development of its programs and services. The Director will also be responsible for the Center's financial and administrative affairs.

Candidates should have appropriate academic credentials and experience relevant to the intellectual work of the Center and administrative credentials and experience relevant to the management of a large organization. The committee will begin reviewing applications on September 1, 1992. Nominations and applications will be accepted until the position is filled.

Nominations and applications should be directed to:

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Indiana University is an equal opportunity employer and actively seeks applications from all qualified persons, without regard to race, religion, national origin, age, or handicap.

Clark College

Program Director, Student Services

Clark College, a comprehensive college in the Pacific Northwest, is recruiting a Director of Student Programs. The position is a full-time position with a salary of \$18,000 per year. The position is located in Vancouver, Washington. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in counseling or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in counseling or related field.

Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

STATE UNIVERSITY COLLEGE AT BUFFALO

(Buffalo State College)

State University of New York (SUNY) College at Buffalo is a comprehensive institution of higher education offering arts and science and professional programs at the bachelor's and master's levels. It is the largest of the SUNY four-year colleges of arts and sciences.

The Office of Student Affairs advances the educational mission of the college by encouraging the total development of students through personal, intellectual, and social growth. The Office is responsible for the development of the college's student body and for the provision of a variety of services, including, but not limited to, research, public service, and professional development. The Director is responsible for the overall management and administration of the Center and for the development of its programs and services. The Director will also be responsible for the Center's financial and administrative affairs.

Director of Residence Life

The Director of Residence Life is responsible for the management and administration of the college's residence halls. The position is a full-time position with a salary of \$18,000 per year. The position is located in Buffalo, New York. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in counseling or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in counseling or related field.

Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

ASSISTANT/ASSOCIATE DIRECTOR OF ADMISSIONS

Lawrence University seeks an articulate, motivated, energetic, and creative individual to assist in the administration of the college's admissions program. The position is a full-time position with a salary of \$18,000 per year. The position is located in Lawrence, Massachusetts. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in counseling or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in counseling or related field.

Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

Director, Port and Maritime Management Programs

College of Business and Public Administration

The College of Business and Public Administration is seeking a Director for the Port and Maritime Management Programs. The position is a full-time position with a salary of \$18,000 per year. The position is located in Buffalo, New York. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in counseling or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in counseling or related field.

Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

ASSOCIATE DIRECTOR

The College of Business and Public Administration is seeking an Associate Director for the Port and Maritime Management Programs. The position is a full-time position with a salary of \$18,000 per year. The position is located in Buffalo, New York. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in counseling or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in counseling or related field.

Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

BERKSHIRE SCHOOL

Director of Admissions

Berkshire School has an opening for an able and experienced person who is interested in being Director of Admissions at a large, established and distinguished college preparatory school.

To qualify for the position, you will need to have a minimum of five years of experience in a similar position. You will also need to have a minimum of 18 hours of college credit in counseling or related field. The position is a full-time position with a salary of \$18,000 per year. The position is located in Berkshire, Massachusetts. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

ASSISTANT DIRECTOR OF FINANCIAL AID

Lawrence University seeks an articulate, motivated, energetic, and creative individual to assist in the administration of the college's financial aid program. The position is a full-time position with a salary of \$18,000 per year. The position is located in Lawrence, Massachusetts. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in counseling or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in counseling or related field.

Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

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Alfred University

Director of Administrative Services

University Relations Division

Planning and supervisory responsibilities for records management operations for a major division within the University. The University Relations Division is responsible for programs that support the University's strategic plan in Public Relations, Alumni-Parent Programs and University Development. We are looking for a professional with demonstrated experience, a high energy level, and a commitment to the attainment of personal and team goals. Candidates should possess skills to meet or exceed the following characteristics or tasks:

- Highly organized
- Supervisory/leadership experience
- Ability to analyze data and prepare reports
- Coordinate travel
- Supervise electronic and paper records management system
- Familiarization with the workings of an Alumni/Development database
- Strong verbal and written communication skills
- Demonstrated proficiency with keyboard
- Prospect research
- Support overall operations for the Division

Experience in Alumni/Development operations and A.R.M.A. certification will be beneficial. Salary competitive.

Alfred University, ranked as one of the nation's best small comprehensive colleges, is located in the beautiful Finger Lakes region, 40 miles west of Corning in upstate New York.

ASSOCIATE DIRECTOR

The College of Business and Public Administration is seeking an Associate Director for the Port and Maritime Management Programs. The position is a full-time position with a salary of \$18,000 per year. The position is located in Buffalo, New York. The position is open to all qualified persons without regard to race, religion, national origin, age, or handicap.

Minimum qualifications: Bachelor's degree in counseling or related field; minimum two years of experience in a similar position; and a minimum of 18 hours of college credit in counseling or related field.

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Application materials should be sent to: Dr. Robert L. Tuckman, Director of Student Services, University of Arkansas at Monticello, P.O. Box 1000, Monticello, AR 71361. The position is open until May 15, 1992.

SA1,600 with generous benefits package. Application deadline June 1, 1992. Salubrious location in the heart of the nation's largest and oldest university system with a diverse and thriving membership of three million. In: 1103 Tennessee, Search and Service Center, Room 100, Nashville, TN 37241. 615-259-1100. Equal Opportunity. Affirmative Action Employer.

Student Development Plan Hays State University is seeking applications for a Director of Student Development for a 12-month position available in June, 1992. Salary commensurate with experience. Responsibilities include oversight and administration of student development programs, participation in student development staff, and liaison to work. Interview hours: 9:00 a.m. to 4:00 p.m. Applications are invited to submit a letter of interest, resume, and references to: Student Development, Hays State University, 1000 N. 10th St., Hays, KS 67601-4000. Salary commensurate with experience. AA/EEO employer. Women, minorities, and persons with disabilities are encouraged to apply.

End Paper

The Wonderful Stink of a Printing Office



FROM "CAPTAINS" (1990), FORMS BY TED PUGH, ILLUSTRATIONS BY LEONARD BASKIN

I would, I think, be useful to tell the tale of my lumpy demise into printing. The Yale Art School, where I was a student just before & during the first years of World War II, was Baux-Arts & retardiere: Its masters kept a dead tradition alive & ruthlessly so; they were brutal in asserting their notions, opinions & attitudes. I was peevishly & zealously young & aggressively ardent. My crude notions bore little resemblance to my lofty aspirations & conceptions.

I was in a state of anticipatory arrogance. I had built a drawing style compacted out of Rossetti pre-Raphaelitism & Botticellian neo-platonism. These ill-drawn effusions were achieved in life-drawing class, deploying the lightest tonalities of pencilled graphite. Along would come the hateful master, & he would slash at my timid, pallid drawings with heavy charcoal, correcting my mistakes. . . . I rebelled against the repulsive criticisms. I cherished my incompetence. I nursed my bashed ego. & I appeared at life-class less & less.

There is at Yale a separate library housed within Sterling; it is called Lincolin and Brothers Library & was founded in 1832.

One fair day, I chanced upon the shelves laden with books by & about William Blake. Confronting Blake plain & unexpected was like being struck by a locomotive. Here was model, praxis, paradigm, & example, an artist & poet combined. He made his own strange & marvelous books; their impact was overwhelming, & I determined to learn to print.

These of Yale's colleges had printing presses, & I managed a relationship with the senior printer at Jonathan Edwards College, who handed me a key & access to bliss. Into that garden-shed printing office I plunged & saw for the first time a Chandler & Price fruit-treadle press & huddled Caslon types & decent English paper, & they in consort with rich black ink & typewashes make the wonderful stink of a printing office. The burning desire to print, implanted by Blake, had so seized me that no difficulty could stay my composing-sticked hand. My entire ignorance of printing practice & procedure did not prevent me from leaping into that messy, soul-satisfying cauldron. I did somehow manage to set & print a book of my own poetry; the true Gehenna Press incubulum.

"The Gehenna Press: The Work of Fifty Years, 1942-1992" will be at the Bridwell Library, Southern Methodist University, Dallas, through May 16. It will then travel to the Greater Club, New York City (September-November, 1992); the University of Delaware Library, Newark (January-March, 1993); the Robert W. Woodruff Library, Emory University, Atlanta (April-July, 1993); the Hunt Memorial Library, Carnegie-Mellon University, Pittsburgh (September-November, 1993); and other places through 1994.

The text above is by Leonard Baskin, owner of the press and visiting professor of art at Hampshire College. It is excerpted from the exhibition catalogue, which is published by the Gehenna Press and the Bridwell Library and distributed by the University Press of New England.

Prompted by a recent Education Department ruling, students have forced several universities to reconsider their policies on the confidentiality of written comments by administrators' counselors.

The Education Department, in a case involving a former student at Harvard University, recently ruled that a federal privacy-protection law gives students the right to see any notes about them by admissions counselors reviewing their applications (*The Chronicle*, April 11). Most college officials had thought such comments were not covered by the law.

Following the ruling, both Harvard and the University of Pennsylvania complied with student requests to see such records.

Now students at Stanford and Wesleyan Universities are demanding to see their records. At Stanford, officials have decided to give students access to the records, but the university has announced that after this year, it will routinely deny the comments before students enroll. The Education Department ruling said universities could destroy the records, as long as there was no pending request to see them.

At Wesleyan, a lawyer is reviewing the Education Department ruling. So far, the records have been kept from students.

John A. Garstein, the former Harvard student who sought the Education Department ruling, said he was pleased that students at other institutions were seeking their records. He said that, once students at more campuses had obtained their records, he would try to get a group of them together to analyze the comments.

The "strategic plan" under development at the National Institutes of Health may not lead to loss of new money for biomedical research after all.

Officials at the NIH have said that the plan, a long-range agenda for the institutes, would persuade Congress to provide extra funds by demonstrating the value of the research conducted.

But a senior official at the NIH now says that may not be the case.

William Lee, director of the Division of Financial Management at the NIH, says, "If you have a strategic plan, you will ask for additional dollars. But if you don't get them, then there will have to be between new things that you want to do and some old things that may not be reaping benefits. You've got to prioritize."

He adds that it is too early to say what will be included in the plan and which existing programs may be in jeopardy of cuts.

Mr. Lee made the remarks after being asked about a story in *Science* and *Government Report* that quoted an Administration memo warning of "false expectations in the science community" that the NIH plan would lead to more research funds.

Government & Politics

Colleges Are Pressed to Reconsider Ties to Foreign Students and Companies

Some academic leaders fear emergence of xenophobia that could hurt higher education

By SCOTT JASCHIK

SOME government officials are pushing colleges to reconsider their ties to foreign students, companies, and governments.

The officials say that universities must pay more attention to the nation's economic needs, but many academic leaders fear that the new pressures amount to xenophobia that may hurt higher education.

The debate is playing out in many ways: ■ Last week, the House of Representatives science subcommittee held a hearing on a bill that would require colleges applying for federal research grants to report in the government the names and nationalities of any foreign graduate students who might assist with the project, and to certify that no qualified Americans were available to perform the work.

■ The House Subcommittee on Human Resources and Intergovernmental Relations is expected in the next few weeks to issue a report on whether universities with technology-transfer programs are using federal funds to assist foreign companies.

The panel's study started after hearings at which the Massachusetts Institute of Technology was criticized for its foreign ties.

■ The House Republican Research Committee is conducting a survey of research universities to assess their policies



Gene L. Woodruff of the U. of Washington's Graduate School: "Trying to keep secrets in the world of graduate education and research is a sure ticket to mediocrity."

on "sharing technology with foreign entities which have contributed financially to your institution."

■ Robert M. White, Under Secretary of Commerce for technology, told a meeting of the American Association for the Advancement of Science last month that universities should be careful in establishing

research relationships with foreign companies. Such ties should be allowed only if American researchers gain access to foreign scientific information, he said. "Knowledge should be bartered, not sold," Mr. White said.

■ A provision in the House version of

Continued on Page A34

U.S. Mulls New Approach to Paying Overhead Costs of Research

By COLLEEN CORDES

THE federal government is reexamining whether it is paying more than its fair share of the total costs of academic science.

Many universities say they are already so squeezed financially—and so overextended in the activities they are trying to support—that any attempt by the government to shift more of the bill to them would simply result in institutions' conducting less research.

The stage for the reexamination is a government-wide review of the current system for reimbursing universities for the overhead costs of research. The review is being conducted by a federal committee led by the White House Office of Management and Budget.

The government reimburses universities for direct costs of particular research projects and general overhead expenses, based on guidelines that define the kinds of expenses that can be charged to the government. Federal officials have long expected universities to share in the costs of federal-supported research projects. But so one has ever defined exactly what each partner's fair share would be.

Prospect of Lower Rates

Now, prompted by the scandal over improper overhead charges at universities and the rising demand for federal research dollars, lawmakers and federal officials are



Dennis F. Dougherty, senior vice-president for administration at the U. of Southern California: "We don't even know what the current share is now, fair share or not."

closely examining whether the current system allows universities to receive too much federal money.

Many science-policy experts say the prospect of lower rates of reimbursement from the government for research costs, particularly for overhead—is real. The potential shift is intensifying pressure on institutions to adopt a new, less-compre-

hensive definition of the research university. In the long run, a shift that forced universities to focus on their research strengths would be good for the nation, some experts maintain.

"It may mean you don't do world-class research in every area—that you can't afford to," says Daryl Chubin, a senior associate at the Congressional Office of Technology Assessment.

'Quite Unrealistic'

But Hanna H. Gray, president of the University of Chicago, argues that universities already have all the financial incentives they need to refocus their efforts. Shifting more research costs to universities could force the institutions to compromise the quality of their research, Ms. Gray says.

Universities are already struggling to improve undergraduate education, she says, so expecting them to do that and to pick up more of the tab for research "seems to me to be quite unrealistic."

If the government does explicitly change its policy to require universities to shoulder a larger share of research costs, that may continue to climb every time Congress is strapped for money, suggests David J. Lyons, vice-president for business and finance at Rockefeller University.

"The question is, where do we stop—

Continued on Page A34

University Consortium Charged With Mismanaging Work on Supercollider

By KIM A. McDONALD

A consortium of 79 universities overseeing the construction of the Superconducting Supercollider is facing a storm of criticism from investigators who say the group's lax management and inexperience in construction could result in significant overruns in the \$8.25-billion project.

In recent months, investigators for the General Accounting Office, a House science subcommittee, and the Department of Energy's Office of the Inspector General have all criticized the Universities Research Association for failing to develop an adequate accounting system to track its spending and for allowing some construction costs to rise above estimated levels.

Repeated Charges

The investigators contend that URA has been unable to control the escalating costs of its main subcontractor and, in at least one instance, is to blame for the higher cost of constructing a building because the design was repeatedly changed by URA officials as it was being built.

Congressional investigators also have uncovered a series of controversial charges to the government by URA and its main subcontractor, including \$21,322 for office plants and plant care over an 11-month period last year; \$13,599 for professional dues, memberships, and licenses to engineering societies; and hundreds of thousands of dol-

lars over the past few years for college scholarships for the children of supercollider employees.

Although Energy Department officials have publicly defended the management of the project, the investigators obtained letters from senior department officials castigating the direction of the project and taking away some of URA's power to manage it.

The allegations have provided additional grist for critics who contend that the supercollider, a 54-mile elliptical proton collider being built near Dallas, will cost the government much more than advertised and divert limited resources from other research efforts. Some lawmakers say they plan to use the information to argue against continuing support this year for the controversial project.

Officials at URA and the Energy Department, which is financing the project, say many of the problems identified by the investigators have either been corrected or are now in the process of being fixed. They also deny that the supercollider is facing cost overruns. The higher costs in some parts of the project, they say, are being absorbed by costs in other areas that are lower than estimated.

"Our best indication is that the project is on time and within budget," says John Toll, president of URA, a consortium that includes many of the nation's leading research universities and that was formed in 1965 to manage the Fermi National Accelerator Laborato-

ry in Batavia, Ill., for what is now the Energy Department.

Congressional investigators, however, paint a different picture. At a hearing of a House subcommittee last month, Victor S. Rezendes, who directed a study on the supercollider for the GAO, the investigative arm of Congress, said that the project's subcontractor had informed URA last September that its projected costs would increase by \$73-million to \$383-million because of additions to the project and better information about the actual architectural and

engineering costs for buildings at the supercollider site.

He said that after discussions with URA officials, the subcontractor, Parsons Brinckerhoff/Morrison Knudsen, or PM/K, proposed in February to reduce its architectural and engineering costs. But, he said, that much of the overrun had occurred when URA forced the subcontractor to begin construction before completing the building's design and then kept changing the design as the construction proceeded.

URA officials say those changes allowed them to add more offices to the structure and to move a communications center from another facility to the magnet laboratory—additions that increased the building's cost, but would ultimately save the government money.

URA officials contend in interviews that a better estimate com-

pared by the subcontractor on April 1 provided a more accurate picture of the projected costs for the project's conventional construction—the buildings and offices that will be used by supercollider scientists. But the GAO and other investigators maintain that much of the savings in that projection resulted from the transfer of work to other accounts and the use of a lower estimate for inflation.

Edward J. Siskin, a URA official who is general manager of the Superconducting Supercollider Laboratory in Dallas, denies those

charges. He says that only \$15-million of the \$1.35-billion project would be transferred under the new plan.

At the hearing, Mr. Rezendes also criticized URA officials for a \$1.4-million cost overrun in the construction of the 39-million magnet-development laboratory. He said that much of the overrun had occurred when URA forced the subcontractor to begin construction before completing the building's design and then kept changing the design as the construction proceeded.

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Testy Wrangling Over the SSC Extends to the Cost of Answering Questions From a House Subcommittee

WASHINGTON
How much does it cost to prepare for a Congressional hearing? For a one-day hearing on the Superconducting Supercollider last year, the estimates vary widely—from \$650,000 to \$1.0 million.

Officials at the Department of Energy say that the documents requested by a Congressional committee for the hearing last May cost the agency more than \$650,000 to produce. The demands, they say, reflect the extent to which some lawmakers will go to hamper efforts to build the supercollider.

Aides to the Subcommittee on Investigations and Oversight of the House Committee on Science, Space, and Technology, however, calculated that the cost of the materials, photocopying, and shipping to comply with their request could not exceed \$3,000. They maintain that the agency's estimates of the labor to compile those materials are absurd and show the extent to which the department will manipulate its accounting of supercollider spending.

"I am extremely upset,"

Mr. Cipriano said in a letter to Mr. Schmitt, dated January 24, W. Henson Moore, then Deputy Secretary of Energy, wrote that he had "learned that the overtime problems are continuing and may even be getting worse. I am extremely upset at this news and URA's response."

"We have known about this problem for some time and have addressed it," Mr. Moore added, noting that he was taking away URA's responsibility for paying subcontractors and approving construction changes. "This shows in fact that management ability on the part of URA when it comes to conventional construction."

Mr. Cipriano says the two letters were intended to send a strong message to the subcontractor to reduce its costs and cost projections. "We told PM/K that if they didn't shape up, we'd find another contractor," he says. "And they've made some remarkable improvements."

"Some of the blame washes over us, because they are in charge of the subcontractor," Mr. Cipriano says. But he emphasizes that URA is not in danger of losing its management contract with the Energy Department, even though officials continue to oversee and assign the payments that are made to subcontractors.

"It's not punitive, so much as training," he adds.

Mr. Cipriano notes that URA officials were chosen to manage the supercollider project "because they are experts in high-energy physics, not because they are experts in construction."

"Not surprisingly," he adds, "We had to help them."

But some critics wonder how much additional help will be needed when engineers move from designing and erecting buildings to constructing the subatomic-particle collider.

"These things are allowed to go on in the conventional construction," says Mr. Roach of the subcommittee, "how are they supposed to control the more sophisticated parts of the project?"

On 10 days on the requests for a total cost of \$60,000, and Congressional estimates added \$6,000 in labor and travel costs. For the ssc laboratory in Dallas, the agency listed \$484,000 for the labor of the equivalent of 350 employees working two days to put together files, the equivalent of 200 employees working two days to answer questions, and \$17,000 for labor and travel costs to respond to interviews with subcommittee staff.

Subcommittee aides, however, calculate that the cost of photocopying 40 boxes of documents, buying 17 boxes of computer "floppy disks," and overnight shipping for 35 40-pound boxes should come to no more than \$2,804. Assuming that the agency "turned out" a photocopying machine to comply with the request, they say, the agency would have to

shell out only an additional \$10,845 for a replacement copy. Using the department's overall cost figure, that would leave about \$641,000 for labor and travel.

"A Great Deal of Liberties"

Subcommittee aides say the claim that it took the equivalent of 550 people working two days at the ssc laboratory to respond to part of their request is absurd. They also dispute the travel charges, saying most of the interviews were conducted when ssc officials were in Washington on other business.

"They took a great deal of liberties in what they charged us costs," says Bob Roach, an aide to the subcommittee. "These guys are unscrupulous when it comes to changing numbers."

Joseph R. Cipriano, head of the department's ssc project office, which prepared the estimate, defends the charges, noting that it took employees an unusually long time to go through files, because of the "unfettered" nature of the subcommittee's request.

"Think of how many people it takes to go through files, because of the 'unfettered' nature of the subcommittee's request," he says. "I would say the amount of money we indicated is not unreasonable. I would say the cost estimate isn't off by much."

Mr. Cipriano says the high labor costs were due partly to the fact that the ssc project office and the ssc laboratory did not yet have in place an efficient, computerized system for filing and retrieving documents.

Mr. Roach, however, calls the agency's calculations a perfect example of "the creative accounting that is the hallmark of this project," with one difference. "Instead of using creative techniques to defraud costs," he adds, "here, the department inflates them."

—KIM A. McDONALD

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C1802

Government & Politics

WASHINGTON UPDATE

- House rejects plan to eliminate support for Space Station
- Report urges study of ethical implications of genome project
- Scope of federally financed drug research is questioned
- Humanities endowment seeks applications on democracy
- Federal judge will not order arts endowment to open meetings

The House of Representatives voted last week, 254 to 188, to reject a proposal to end federal support for the Space Station.

The proposed cut came in an amendment to strip an authorization of \$2.25-billion for the Space Station from the reauthorization bill for the National Aeronautics and Space Administration. The amendment also would have stipulated that \$1.1-billion in funds obligated for the project would have been shifted to other NASA science programs.

Rep. Tim Roemer, an Indiana Democrat who sponsored the proposal, said that the government could not finance the Space Station because the money was needed elsewhere. He also said that, while worthy science projects lack enough funds, the Bush Administration was proposing billions for a program of limited scientific value.

"This is a Space Station in search of a mission. It is lost in space," Mr. Roemer said.

Supporters successfully argued that the Space Station was an important project. Said Rep. Constance A. Morella, a Maryland Re-

publican: "The Space Station will push scientific knowledge forward. It is collectively believed by the medical-research community that the station can help develop an understanding of many vitally important human medical-research issues."

—SCOTT JASCHIK

The Secretary of Health and Human Services and the Secretary of Energy should jointly establish an advisory commission that would look at the ethical, legal, and social implications of the Human Genome Project, according to a report released by the House of Representatives Committee on Government Operations.

The commission would then make recommendations to the executive branch, Congress, and state governments.

The Human Genome Project, backed by the National Institutes of Health and the Department of Energy, seeks to create a map of the sequence of the genes on all the human chromosomes. Supporters of the project say such information will enable researchers and doctors

to identify genes that make it likely that a person will develop certain illnesses. But even supporters admit that the project raises many ethical concerns.

There is a fear that genetic information will be used to identify those with "weak" or "inferior" genes who will then be treated as a "biological underclass," the report says.

—STEPHEN AUBD

Congress should evaluate the role that federally financed research plays in the nation's fight against drug abuse, according to a new report.

The General Accounting Office, the investigative arm of Congress, says in its report that only 4 percent of the country's spending to combat illegal drug use goes to research and development for "building new knowledge and developing new technologies."

"Given the needs we heard identified by both researchers and research users—that is, a variety of basic and applied studies, including evaluations of drug policies—we think it is time to review whether the budget commitment to re-

search is appropriate and to set broad priorities on what directions it should take," the report says.

In preparing the report for the Chairman of the House Committee on Government Operations, the General Accounting Office reviewed extramural research grants that are supported by the National Institute on Drug Abuse and the Office of Justice Programs in the Department of Justice. The grants focus on the causes, prevention, and treatment of drug abuse.

The GAO also found that while support for treatment and prevention studies has increased substantially since 1987, financing for studies on the causes of drug abuse "has remained tiny," at "about one-tenth of 1 percent of the nation's drug control budget."

—S.A.

Lynne V. Cheney, the chairman of the National Endowment for the Humanities, has announced a new effort to support grants on democracy.

All of the endowment's divisions, offices, and programs will be involved in the effort, which calls for proposals on philosophical, historical, or cultural examinations related to the subject of democracy. The NEH also encourages scholars to propose projects that make use of overseas libraries, archives, and scholars inaccessible under previous regimes.

Duane DeBruyne, a spokesman for the NEH, said that the program was similar to ones it has past dealing with the American bicentennial and the Columbus quincentennial. "We would like it to be known that

this is a subject of particular interest to the endowment," he said. "There is, however, no money being set aside for these projects and they will be judged on the same criteria as all other projects—scholarly merit and intellectual integrity."

—S.A.

A federal judge last week denied a motion to open to the public working-group meetings of the National Council on the Arts, the advisory council to the National Endowment for the Arts. The meetings remained closed last week.

U.S. District Judge Norma Holloway Johnson said in her decision that the plaintiffs—*The New York Times*, *The Washington Post*, and *The Philadelphia Inquirer*—had failed to show that they would be "irreparably injured" if the court did not issue an emergency order to open the meetings.

Four times a year, the Presidentially appointed board holds open meetings at which members discuss endowment policies and grant proposals. But recently council members have begun to hold closed meetings with endowment staff members, usually the day before a public meeting.

The three newspapers charged in their suit that those sessions violated federal open-meetings laws. But Judge Johnson wrote in her decision, "This court cannot agree that Congress intended interested parties to have access to every hearing at every level of the information-gathering and preliminary decision-making process."

—S.A.

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Colleges Are Pressed to Reconsider Foreign Ties

Continued From Page A27

The bill to reauthorize the Higher Education Act would require colleges to report large gifts from foreign sources. When a similar provision was enacted five years ago, supporters said it was needed to combat anti-Jewish restrictions attached to some gifts from Arab donors. But new supporters of the provision also say it will help prevent improper links between American colleges and nations that are economic competitors of the United States.

Higher-education officials say they are troubled both by the specific developments and by the philosophy that underlies them. Says Gene L. Woodruff, dean of the Graduate School at the University of Washington, "Trying to keep secrets in the world of graduate education and research is a sure ticket to mediocrity. The idea that we can somehow build an information wall around this country is very short-sighted."

Lawmakers and others who want universities to be more careful about their foreign ties say higher education has not moved quickly enough to educate more American students or help American businesses.

In his speech to scientists, Mr. White of the Commerce Department said: "Universities must find ways to link their research more closely with needs of society, working more with private companies. As universities themselves become multinational, they must be sensitive to the value of the very thing they create—knowledge."

He added: "Knowledge is infinitely reproducible, infinitely reusable, and continually increases in value with use."

Rep. Paul Henry, a Michigan Republican who sponsored the bill on foreign students, says that his legislation is needed to close a loophole in federal law, which normally bars the awarding of student aid to foreigners. But the law does not restrict universities that receive federal research grants from providing funds to foreign students for work on those projects, Mr. Henry notes.

Chances for Passage Unclear
In introducing the bill, Mr. Henry said the funds that go to foreigners were indirectly hurting the country. "Why are we using tax dollars to train individuals who will take their skills abroad and work for foreign companies that compete against us?" he asked.

Mr. Henry says his bill will not cause serious problems for American universities because it does not bar them from doing anything, but may "give universities the impetus to initiate creative programs that will draw more American students toward math and sciences."

Chances for quick passage of the bill are unclear. Administration officials and the Democratic leadership of the science committee are skeptical about it. But Mr. Henry has vowed to pursue the issue and he has support from a variety of sources.

His bill has been endorsed by Frank L. Morris, dean of graduate studies and research at Morgan

State University and the author of a controversial report that contends that American universities favor foreign students over black students. Mr. Morris, whose report has attracted praise from many black educators, says actions like Mr. Henry's bill may be needed to prod universities.

"Who knows? American universities may then have an incentive to find African-American potential science Ph.D.'s in a manner more like the way they seek African-American potentially outstanding athletes for revenue-producing sports," he says.

Mr. Morris says that, if anything is wrong with the bill, it is that it doesn't go far enough. He wants Congress to require that federal agencies give preference in award-

"Why are we using tax dollars to train individuals who will take their skills abroad and work for companies that compete against us?"

ing research grants to institutions that graduate high numbers of minority graduates. And he wants Congress to require that for every federally supported project in which more than one research assistant will be hired by university, that one American minority student be hired for every international student hired.



Rep. Paul Henry says his bill may push colleges to create programs to "draw more American students toward math and sciences."

Organized labor is also interested in the foreign-student issue. Dennis Chumot, the AFL-CIO's executive assistant to the president of the Department of Professional Employees, says that the union has not endorsed any legislation on university ties to foreign companies or students. But Mr. Chumot says he is pleased that members of Congress are questioning the relationships.

"If universities are recruiting foreign students primarily to serve as employees, as research assistants, then the positions should be treated like employee positions and not student positions, and attempts should be made to fill the slots with Americans," Mr. Chumot says.

College officials view the increased attention on their foreign ties with trepidation. They adamantly oppose Representative Henry's bill or any legislation that would place limits on whom they can admit as students or the companies with which they can work.

Jules B. LaPudis, president of the Council of Graduate Schools, says: "These restrictions would be the antithesis of the idea of an international scientific community. It's meaningless to draw boundaries, and if you do, all you do is compromise your ability to achieve your scientific goal."

Mr. LaPudis and others say that colleges need to remind lawmakers that they admit foreign students because of the talents of those students and that they work with foreign companies to learn from those businesses and to gain support that

is not forthcoming from American businesses.

Mr. Woodruff of the University of Washington says: "International students are brought here because they want to come, and they are outstanding students and contribute enormously."

At the University of Washington, foreign students make up about 5 percent of the undergraduate student body and 15 percent of the graduate student body. "These students generally raise our standards because they are such outstanding students," he adds.

Charles M. Vest, president of the Massachusetts Institute of Technology, says the only major change that is likely to come of all the government reports and proposals on universities and their foreign ties is more paperwork.

But he says that the proposals—even if never enacted—damage the

"It's meaningless to draw boundaries, and if you do, all you do is compromise your ability to achieve your scientific goal."

country by shifting attention away from the real problems: lack of interest in science by American youth and limited interest in long-term research by some American companies. Says Mr. Vest: "There is a broad, growing isolationism in the United States," part of which involves placing the blame for the country's problems "outward rather than inward."

He adds that the economic problems of the United States will not be solved by isolationism, but by a willingness "to educate and develop enthusiasm in our young people for education and for working in demanding areas."

Examining Communication
College officials say they try to fight what they see as isolationism by pointing out the problems with various proposals. But they also say the recent developments have prompted them to reconsider how universities present themselves to the public, and what ideas college officials need to better communicate to lawmakers and average citizens.

Mr. Vest says the criticism of universities' foreign ties stems in part from a false sense that universities have a primary mission of helping individual companies do well. "I think many people, both within and without academe, have tended to focus too much on the direct, utilitarian value of universities and their short-term economic impact upon university research in the primarily long-term benefit to the nation," he says.

Mr. LaPudis of the Council of Graduate Schools says universities must make the case that discoveries do not just benefit the nation where they were made. "Somebody develops a new theory on a chemical reaction and that helps chemists all over the world," he says. "Universities need to show, in as many ways as they can, that research benefits everybody."

U.S. Considers New Approach on Overseas Cash

Continued From Page A27

where's the new formula?" it adds.

Some members of Congress, however, criticize universities for treating federal research support as an entitlement. Institutions fail to acknowledge, critics charge, that universities would have to conduct research as part of their mission to provide quality science education regardless of how much federal money they received.

The Traditional Partnership
At issue in the current debate many experts say, are longstanding questions about the traditional research partnership between the government and universities.

One of the critical questions suggests Bruce L. R. Smith of the Brookings Institution, is the extent to which the federal government is responsible for the overall health of the academic research system.

Mr. Smith suggests that, to protect the long-term health of the research enterprise, both the government and universities may need to sacrifice some current spending on research projects and devote more money instead to renewing research facilities.

Government and university officials alike express caution about tinkering with a relationship in which they attribute the nation's problems to basic science and graduate education.

"The maintenance of a strong university research system, which is now second to none, is obviously in the national interest of the United States," says William F. Brink of the White House Office of Science and Technology Policy. Mr. Brink is executive secretary of the own committee.

As the partnership evolved after World War II, universities received generous public support for academic science and relative autonomy in spending the money, Mr. Smith says.

Adds Mr. Chubine: "The old partnership was based on a smaller, more concentrated, more homogeneous research community than what we know. It was just a different era." The contract, he says, "is being renegotiated right now."

A convergence of several disturbing trends has pressed both partners to re-examine their relationship. Reports of scientific misconduct and revelations about unethical research expenses that Stanford University and some of the nation's other leading research universities have partly billed to the government as the overhead costs of research.

■ A seemingly insatiable demand for more research money on college campuses.

■ Agencies' concerns about rising overhead rates—a rise primarily driven by universities' efforts to renovate and expand deteriorating research facilities.

■ The government's own tight fiscal constraints.

■ The argument from a growing

Government & Politics

Several policy experts that generate federal support for academic research has led to more academic complaints and more research proposals than the government is able or willing to support.

The federal guidelines for overhead reimbursement have long said that they are designed to make sure the government "bears its fair share of total costs."

Two Essential Questions

But despite the guidelines' maze of prescriptions and prohibitions on charging costs to the government, the system does not address two seemingly essential points. First, what are the total costs of research at either an institutional or a national level? And second, how much would the government's fair share of that total be?

The first question has not been answered because universities are expected to pay part of the costs of research projects, but they are not required to report the total support they provide. Without that information, it is impossible to say what portion of the costs universities are now bearing, and what share the government is now paying.

"We don't even know what the amount share is now, fair share or not," points out Dennis F. Dougherty, senior vice-president for administration at the University of Southern California.

Org. J. Baroni, a partner in law firm Marwick, suggests that the government in recent years has moved away from a policy of reimbursing universities based on their actual costs and reverted back to "the arbitrary and unilateral" approach of decades ago. In 1947, overhead rates were limited to 8 percent, points out Mr. Baroni, who is in charge of providing services related to grants management to many research universities.

That rule meant that for every dollar a university received for the



David J. Lyons, vice-president for business and finance at Rockefeller U. "The question is, where do we stop—where's the new formula?"

direct costs of particular research projects, it would receive 8 cents for overhead. The limit was gradually raised to 20 percent, and then dropped altogether in the 1960's. Since then, leading private research universities have had rates as high as 70 or 80 percent.

Now, some absolute limits have been imposed again for some research programs and for certain expenses, and there is interest in Congress and the Administration in additional limits.

Mr. Baroni also sees another historic shift in the government's re-

lationship with universities now being completed. In the early years after World War II, the Defense Department was the primary sponsor of university research. Early on, the Pentagon embraced a mission of building up top universities to insure the quality of military research.

Stretching Federal Dollars

The Department of Health and Human Services has long since overtaken DOD as the biggest supporter of academic research. And HHS, Mr. Baroni adds, has a reputation as a much tougher negotiator than the Pentagon, more interested in stretching federal research dollars than in worrying about the health of institutions.

Interest in Congress and the Administration in the HHS approach is growing. But many campuses are skeptical. Scientists and administrators want the government to provide incentives to universities to cut their actual costs, not just to shift costs to institutions.

The rise in university overhead rates, Mr. Baroni adds, is largely due to the costs related to the renovation of academic research facilities. But the actual proportion of federal research money being spent on overhead has risen little in recent years.

In fact, based on his own firm's experience in helping negotiate overhead rates for universities, other non-profit organizations, and businesses, Mr. Baroni says that universities' rates tend to be significantly lower than the rates for the other two. "This is the least expensive research available."

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Other	16.17
TOTAL	100.00

Category by Sex and Ethnic Group or other Mandate	Percent Composition*
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Male	41.80
Black American	37.18
Caucasian American	38.43
Hispanic American	7.81
Asian American	4.08
American Indian	1.81
Handicapped American	2.88
Veteran Veterans	4.11
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WASHINGTON ALMANAC

IN FEDERAL AGENCIES

Education reform. The Education Department has issued final rules for a seven-year program to increase partnerships between institutions of higher education and local educational agencies and private business. The rules are intended to support America 2000. President Bush's education-reform program (*1st ed. Chronicle*, April 23, Page 14) will be implemented. The National Science Foundation has issued final rules to bring its current patent resolution into compliance with an amended, government-wide statute. The rules simplify the patent procedure for inventions developed under NSF grants. The War has requested comments, which will be considered for future revisions (*Federal Register*, April 28, Pages 18,052-53).

Veterans' education. The Veterans Affairs Department has issued final rules that permit veterans to receive benefits to pay for flight-training courses. The rules also amend the work-study allowance and change the method for determining the need of eligibility for education benefits (*Federal Register*, April 24, Pages 15,022-24).

Veterans' education. The Veterans Affairs Department has proposed rules that would change the starting dates for education benefits, reduce the number of circumstances in which students are charged for course charges, and decrease delays in awarding educational assistance to new courses. Comments must be received by May 26 (*Federal Register*, April 24, Pages 15,047-48).

NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Student loans. An act would, in part, establish a program to provide income up to the use of 50 cents as much as \$30,000 in loans to finance higher education, and would authorize a federal study on the impact of tuition increases. By Representative Boxer (D-Cal.) 1.

Taxes. An act would clarify the exemption from the federal estate tax for income tax paid from the sale of the

use of the name or logo of a university to sponsors of cultural and community events. By Representatives McCormack (D-Wash.) and Unsworth (D-Wash.) 1.

Technology policy. An act would rename the Defense Advanced Research Projects Agency as the National Advanced Research Projects Agency and set as its mission the integration of commercial and defense-related research into a national technology policy. By Representatives AuCoin (D-Gre.) and McCurdy (D-Okla.) 1.

Veterans' education. An act would provide financial assistance to veterans who have served at least 180 days of active duty and are being discharged because of force reductions and who wish to receive credit for elementary or secondary school credits. By Representative Dornan (R-Cal.) and 12 others.

Vocational education. An act would establish a federal youth-apprenticeship program for students who do not attend four-year colleges and would set up a matching grant program to encourage states to assist in the effort. By Representatives Chisler (D-Wis.) and Gohmert (R-Tex.) 1.

Disability. An act would establish three National Disability Committees to be given authority to conduct research on disabilities. One would be awarded for research on the "total quality management" approach to business and engineering students; one would be awarded for research on the approach in managing the university; and one would be awarded for research on the approach in managing the

relationship with business. By Senator Domenici (R-N.M.) and four others.

Medical research. An act would amend the Disadvantaged Minority Health Improvement Act of 1990 by authorizing the use of osteopathic medicine eligible to participate in the Centers of Excellence program. By Senator Kennedy (D-Mass.) 1.

Research cooperation. An act would encourage the Department of Energy's laboratory to establish partnerships with universities and industry to develop critical commercial technologies. By Senator Johnston (D-La.) and seven others.

Space appropriations. An act would authorize a \$-increase in the fiscal year 1992 budget for the National Aeronautics and

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Anthropology professors at the University of California at Berkeley have aligned a petition protesting the name change of the Lewis Museum of Anthropology to honor Phoebe Apperson Hearst, a major benefactor.

Several faculty members and students accused the museum of changing the name to obtain donations from the Hearst Foundation. Ms. Hearst was the mother of William Randolph Hearst, the publishing magnate.

Donald D. Bertram, the professor who organized the petition, called the name change "a slap in the face to Professor Lewis and an insult to scholars." Mr. Lewis was a Berkeley faculty member from 1917 to 1950.

Barton Benedict, a professor of anthropology and the museum's director, defended the action, saying, "Phoebe Apperson Hearst founded the museum and she supported it and the department of anthropology for seven years."

The Hearst Foundation has given \$100,000 to the museum to survey the state of restoring its collections, Mr. Benedict said.

"I hope to get quite a lot more money from them to do more research," he said. "We thought it [the name change] would be a combination of history and pragmatism."

When some 160 members of Columbia University's faculty of arts and sciences came together two weeks ago for a special closed-door meeting, the stage appeared to be set for a major clash with the central administration—possibly including a vote of "no confidence" in President Michael I. Sovern and Provost Jonathan R. Cole.

Tensions were high, criticisms and re-primations crackled across the campus, and even the board of trustees became involved as dozens of faculty activists focused anew on persistent questions about Columbia's financial health and management.

"There are a lot of people who are very concerned about the leadership" of the university, said Donald C. Hood, chairman of the faculty's executive committee, not long before the closed-door meeting began.

By last week, however, most of the key people involved agreed that things had calmed down. The fact that the crisis had calmed down. The fact that the crisis had calmed down.

Business & Philanthropy



A pin to curb Columbia's policy of need-blind admissions prompted a major protest in February. Students blindfolded the statue "Ann Mater" in front of the Low Memorial Library.

Tensions Appear to Ease in Confrontation Over Financial Management at Columbia U.

Faculty members and administrators endorse cooperation in tackling university's budget problems

By ROBERT L. JACOBSON

When some 160 members of Columbia University's faculty of arts and sciences came together two weeks ago for a special closed-door meeting, the stage appeared to be set for a major clash with the central administration—possibly including a vote of "no confidence" in President Michael I. Sovern and Provost Jonathan R. Cole.

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expressed doubts for months about the size of projected deficits, the administration's candor and skill in dealing with them, and the faculty's own ability to influence the course of events. The doubts included a judgment, challenged by the administration, that the university was not adequately evaluating or planning for projected budgetary "shortfalls."

"We are confused over who is responsible for critical management and policy decisions," the executive committee said, and it installed preliminary plans to cut faculty positions and modify Columbia's traditional policy of admitting all students without regard to financial need.

The prospect of curbing need-blind admissions prompted a major campus protest by Columbia students in February, and the traditional policy was preserved for at least one more year—in part by an agreement to trim faculty raises while increasing undergraduate enrollments and alumni fundraising goals.

"Some Very Positive Signs" Faculty members also agreed to expand their role in freshman advising to reduce the need for administrative involvement. While much of the past year has been marked by enmity over the arts-and-sciences budget, by the time the faculty gathered for another meeting last week—the last of the academic year—most participants appeared to have stepped back from a confrontational approach. The idea was taking hold that whatever financial problems the university might face, they were likely to be exacerbated if elements of the faculty and administration were perceived to be at loggerheads.

Mr. Hood, a former vice-president for arts and sciences at Columbia, said that despite continuing reservations, he was beginning to pick up "some very positive signs" that university officials were interested in improving faculty involvement in planning and budgeting. Added Kathleen A. Newmuth, associate

Continued on Following Page

Fewer Programs Found to Teach Future Doctors How to Perform Abortions

Continued From Preceding Page

Medical Education, which accredits residency programs, does not specifically require that programs in obstetrics and gynecology provide abortion training. It does say in its regulations, however, that programs must teach "clinical skills in family planning." Abortion, said Paul O'Connor, executive secretary of the council's Residency Review Committee, is an implied part of family planning.

Institutions that do not perform elective abortions, Mr. O'Connor said, may still be able to provide residents with proper training by teaching them how to evacuate a woman's uterus for other reasons—if a fetus has died, for instance. He also said that residents might do their rotations where elective abortions are performed.

No Guidelines on Procedures

Accreditation guidelines for medical schools include no mention of family planning, abortion, or any specific surgical procedures. Institutions are required, however, to teach clinical obstetrics and gynecology. Third- or fourth-year students typically complete a six- to eight-week hospital rotation in the area, which may include being on hand when an abortion is performed. Institutions also are required to teach medical ethics, which may include the issue of abortion.

Opinions on how the trend may



Thomas A. Johnson: "We should be concerned that patients have their needs addressed with no barriers."



David V. Foley: "Nobody should have to be trained to do something that is morally wrong."

from routine abortion training in residency programs may affect the medical profession or the future availability of safe abortions vary according to political, moral, and religious views.

Physicians who say they object to a woman's right to choose an

abortion say the trend is a natural part of what they see as the growing anti-abortion movement around the country and a growing sentiment in the medical profession to shun the practice.

"It's a terribly destructive and emotionally degrading proce-

dures," said David V. Foley, president of the American Association of Pro-Life Obstetricians and Gynecologists. "Fewer programs are teaching how to perform therapeutic abortions because people don't like to do the operation and don't have to. Nobody should have to be

trained to do something that is morally wrong."

Physicians who say they support abortion rights worry that fewer doctors will be willing and able to perform safe abortions. They say gynecologists and obstetricians cannot offer their patients the health-care services unless they are well versed and skilled in standard procedures as abortion.

Health Care Comes First

"You can't weigh the political significance of the pro-life choice debate when you're talking about learning how to provide health-care treatment to women," said Thomas A. Johnson, an associate professor of obstetrics and gynecology at the University of Massachusetts Medical Center in Worcester. "We should be primarily concerned that patients have their needs addressed with no barriers."

Since Worcester does not have an abortion service, Dr. Johnson said, as many as 20 per cent of residents each year may not be exposed to the procedure at all.

Physicians who don't believe abortion training should be required of residents say the procedure—at least for first-trimester terminations—is fairly simple and would be easy to learn when residents are practicing physicians. They also note that most abortions now are performed at free-standing clinics, so it is less likely that a physician at a hospital or in private practice will need to perform the procedure.

Under the new structure, four "senior executive directors" will report to Mr. Jernstedt. Frank E. Marshall will oversee administration and finance; Patricia E. Burk, championships and event management; and Stephen R. Morgan, membership services. The NCAA will search for someone to oversee its public-affairs operations.

The National Collegiate Athletic Association last week announced a major overhaul of its national administration.

NCAA officials said that the restructuring had been in the works for several months and that the changes were totally unrelated to the recent troubles of Richard D. Schultz, the executive director. Mr. Schultz, who has had to defend himself against charges that he knew about improper loans to athletes when he was athletics director at the University of Virginia, said the restructuring was designed to insure that the association functions well "in spite of my heavy travel schedule." Mr. Schultz has maintained a hectic pace since taking over the NCAA's top job in 1987.

Mr. Schultz named Thomas W. Jernstedt, who administers the NCAA's Division I men's basketball championship, to the new job of deputy executive director, the association's No. 2 post. Sports officials said the changes were prompted in part by the NCAA's desire to hold on to Mr. Jernstedt, who had been offered a job with USA Baseball, the national organization that administers amateur baseball.

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Gov. L. Douglas Wilder of Virginia has called a meeting of the state's public-college presidents to discuss control of state athletics programs, among other things.

The state's Education Secretary, James W. Dyke, Jr., said next week's meeting was prompted in part by the continuing investigation into improper loans made to University of Virginia athletes by the university's booster group.

Mr. Dyke said he expected the presidents to provide information about their efforts to implement the proposals of the Knight Foundation Commission on Intercollegiate Athletics, which last year called for stricter control over the programs and over booster groups. "In light of recent developments, I felt now was the time to get a report back on their success in implementing the recommendations," Mr. Dyke said.

Mr. Dyke said the other subjects on the Governor's agenda for the meeting—academic standards, and the recruitment of minority and female students—were shared with the university's president with the athletic principle with the Governor's agenda for the meeting.

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Athletics



Ron Polk, Mississippi State University's baseball coach: "We're still trying to fight this unfair out of before."

Coaches Fear Changes in Major-League Draft Will Hurt College Baseball and Its Athletes

By DEBRA E. BLUM

College baseball coaches and other campus sports officials are divided about whether changes in Major League Baseball's amateur draft will hurt college baseball and the athletes who play it. Coaches fear the new rules will encourage athletes to leave college prematurely. But some officials of the National Collegiate Athletic Association say the changes will help their campaign to give all college athletes more flexibility in deciding when to turn professional.

In March, the owners of the professional baseball clubs voted that, starting with this June's draft, a pro team that drafts a high-school senior who decides to go to college will retain the right to sign that player for up to five years. Previously, a baseball team had to forfeit its rights to a player if he enrolled in college.

In another change, an athlete would now be allowed to sign with the team that has drafted him during the summer after each academic year. Previously, Major League Baseball permitted its teams to sign a player from a four-year institution only after his third or fourth year in college.

Gambling Incidents at 3 Colleges Leave Sports Officials Edgy

By DOUGLAS LEDERMAN

Recent revelations about gambling rings involving athletes at colleges in Rhode Island and Maine could portend another big point-shaving scandal, some college sports officials fear.

None of the athletes who are said to have gambled at Bryant College and the University of Maine in Orono have been accused of wagering on their own teams. But a grand jury in Rhode Island is reportedly investigating the possibility that men's basketball players at the University of Rhode Island bet on their own games. Even so, no one suggests that the cases are as serious as some of the gambling scandals that have rocked college sports in the last 40 years.

Some sports officials believe, however, that it is only a matter of time before the issue of point shaving, in which athletes arrange to have their team lose or win by less than the point spread, emerges again. After all, they note, a major scandal has hit in each of the last four decades: at City

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Survey Finds Increase in Graduation Rate of Football Players

The graduation rate of football players who enrolled in 1986 at universities in the College Football Association rose sharply from the year before, the association's annual survey found.

Officials of the 64-member CFA said they believed the increase, to 57.1 per cent from 51.1 per cent, proved the efficacy of the National Collegiate Athletic Association's adoption of tougher minimum academic standards for freshman athletes in 1986.

"The increase in graduation rates that is being realized today should bring an end to the controversy over minimum standards," said James Wharton, the former chancellor of Louisiana State University who helped to develop the standards, commonly known as Proposition 48.

"Those who believed properly structured minimum standards would result in greater efforts on the part of potential college athletes and on the part of the high schools were right," added Mr. Wharton, who is a professor of chemistry at LSU. "Student-athletes are better prepared for college, and that fact is showing up in graduation rates."

"It's just that simple."

'A Bit Speculative'

Ursula Walsh, the NCAA's director of research, said it might not be quite that simple. She said that while she hoped Proposition 48 had something to do with the higher rates found by the CFA, it would be "a bit speculative" and "premature" to draw that conclusion.

Ms. Walsh said the NCAA would have its own results about the academic success of

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Angry Protests Over Diversity and Free Speech Mark Contentious Spring Semester at Harvard

Continued From Preceding Page

students. Their concerns stem from several incidents that have rolled the campus this spring.

The Harvard Law Review published a parody of an article by a feminist professor at the New England College of Law on the anniversary of her murder. Many students and faculty members condemned the parody and said the law school had not moved swiftly enough to hire more minority and female faculty members.

The editors of the conservative magazine *Peninsula* put up a flyer last month that depicted a black woman doing a striptease before an audience of white men. The caption underneath the flyer read, "...spade kicks, what other kicks are there?" The flyer advertised a symposium on "Modernity and Negras as Paradigm of Sexual Liberation." The Harvard-Radcliffe Black Student Association subsequently issued a flyer condemning the flyer for fostering a climate of harassment at the institution.

The editors of *Peninsula* also published an issue condemning homosexuality last fall. The Rev. J. Gomes, the former chaplain of the Memorial Church at Harvard, was outraged and told a group of students who had rallied to condemn the magazine's characterization of homosexuality that he was gay. In response, a group of students called Concerned Christians for Christ demanded this spring that Mr. Gomes resign.

The focus of much of the controversy has been the law school. For several years, students have urged

its administrators to hire more women and minority faculty members. The law school has 59 tenured professors, of whom three are black men and five are women.

Derrick Bell, a black tenured professor of law, took a leave of absence two years ago to protest the law school's failure to hire a black woman professor.

After Mr. Bell went on leave, a group of law-school students sued the school, charging that it had failed to diversify its faculty. A lower court dismissed the suit, saying that the students had no legal standing. An appeal is being reviewed by the Massachusetts Supreme Court.

Tensions at the law school were exacerbated by the parody in the *Harvard Law Review* of an article by Mary Joe Frug, a professor of law at the New England College of Law who was stabbed to death in April 1991.

'This Was an Outrage'

The Review published the article by Ms. Frug in March entitled, "A Postmodern Feminist Legal Manifesto," over the objections of some male editors.

In April, on the anniversary of Ms. Frug's death, the Review published a parody of her article by two editors, Craig Cohen and Kenneth Fenyoy, entitled "He-Manifesto of Post-Modern Legal Feminism." The parody was signed, Mary Doe, Rigor-Mortis professor of Law. The article was said to have been written "from beyond the grave."

Many students and faculty mem-

bers said the lack of diversity in the law school insured that sexist incidents like the publication of the parody would continue.

"This was an outrage, not a sophomoric prank by school-boys," said Claudia Salomon, a first-year law student and a member of the Women's Law Association.

Added Andrea Brenneke, a third-year law student: "This is a

"What is wrong at Harvard is that for too many radical professors and students, freedom of speech for those who disagree with them is just not their thing."

minimization of women's issues. This is a blatant example of what happens when you don't have classes that focus on gender or race. It says we don't care about her or feminist legal scholarship."

The parody has provoked unprecedented debate among faculty members. Law-school professors are engaged in a sort of paper war, with liberals and conservatives issuing daily statements on the law school's hiring procedures.

Twenty-one professors signed a letter saying that the parody is a "symptom of the much wider problem" and that students had told them that the Review, like much of the law school, "has an environment that is hostile to women."

Other professors argued that students and faculty members should not condemn free speech. In a syndicated column last month, the law professor Alno M. Dershowitz

wrote: "There is something very right at Harvard Law School, but it is not sexism or racism. What is wrong at Harvard is that for too many radical professors and students, freedom of speech for those who disagree with them is just not their thing."

Another professor, David Kennedy, urged the school's disciplinary body to punish the law-review editors for "maintaining a working

of Harvard-Radcliffe Black Students Association.

The association recently produced a two-page flyer entitled "The Harvard Plantation." The flyer listed "ignored injustices" and said had been committed by the university policy department, *Pro-insan* magazine, the *Harvard Crimson*, and the law school.

Mr. Ali said the *Peninsula* flyer depicting the black woman doing a striptease was the last straw. "Why should we have to walk around campus and see posters where black women are undressing while white men? It's degrading and humiliating to black women."

The flyer repeatedly used the words "spade" and "Nigra" and made references to the stereotypes of the promiscuity of black men. Staff members of the magazine said their actions had been misunderstood. "We made no attempt to offend anyone," said Robert Landry, a founder of *Peninsula*.

Mr. Landry said he was trying to "present points of view that were heard at Harvard." He added that this university, there are "many ways of looking at race, women, minorities, and homosexuals only want to discuss issues the way they want to discuss them."

L. Fred Jewett, the dean of the college, condemned the flyer and several other students last week met with black students last week. But students said Harvard was taking action. "Meetings with faculty took place," Mr. Ali said. "We need to come up with programs to solve these issues."

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Baseball Coaches Decry Changes in Draft Rules

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learned of them more than a week after they were passed. The owners of baseball's 26 teams voted unanimously for the changes at their quarterly meeting in March.

William A. Murray, the executive director of operations for Major League Baseball, said the league had previously discussed the matter with representatives of the NCAA and the Major League Players Association, the players' union, but that the league had made its own decision.

Mr. Murray said the changes in the rules were designed to give athletes more incentive to go to college, where, he said, they have the opportunity to develop their skills and earn a degree.

"Our new rules are intended to say: 'Go to school. After you come out, you'll have a place to sign,'" he said. He noted that another rule change, limiting the number of rounds in the draft to 30 this year and to 40 by 1994, will encourage more athletes who do not get drafted to go to college. Previously, the number of rounds was unlimited.

Criticism Is Disappointed

Mr. Murray discounted criticism that the owners' moves were made purely for financial reasons. He said he expected that professional clubs still would pay top dollar for the best players.

He also said that while professional baseball had long looked to the colleges as a training ground for some potential players, it had no plans to increase that role by shrinking its own minor-league system. Some sports officials say

Survey Sees Increase in Graduation Rate of Football Players

Continued From Preceding Page

the entering class of 1986 within a month or so.

The football association's annual survey provides a glimpse of what college-sports officials call an "adjusted" graduation rate.

To determine that rate, a university accounts for all football players who either entered the institution as freshmen in 1986 or transferred into that class from another college, and subtracts from that number all players who left the institution in good academic standing.

It then looks at how many of those football players got their degrees by the end of the fall 1991 semester, or within five and a half years.

At all CFA institutions, the rate for the 1986 class was 57.1 percent, up six percentage points from 1985's 51.1 percent, which was the previous high.

The CFA said that using the adjusted rate, two institutions—Boston College and Texas Christian University—had graduated 100 percent of the football players in their 1986 classes.

—DOUGLAS LEDERMAN

that by giving teams the right to hold on to players throughout their college careers, the new rules may put more pressure on colleges to assume the role of the minor leagues.

'Some of Us Get Selfish'

Richard D. Schultz, the NCAA's executive director, said it was too soon to tell what effect the draft changes would have on college baseball. On one hand, he said, the rule changes make the baseball draft similar to that of the National

"It is ludicrous to say that these were anything but decisions based on money, instead of what is best for the athlete or college baseball."

Hockey League. Not many athletes leave college only to play professional hockey, he said.

But, he said, it is unclear whether or not baseball players will seize the opportunity to leave school early.

Charles Theokas, athletics director at Temple University and head of the NCAA's professional-sports liaison committee, said the new rules would give athletes greater flexibility in deciding when to turn professional.

He said that most athletes probably would opt to stay in college, but that a top player could now sign for a lucrative salary after his freshman or sophomore year, instead of having to wait.

"Some of us get selfish sometimes," Mr. Theokas said. "We shouldn't have the right to hold kids back if they want to go pro. We have the responsibility of protecting their opportunities, not of making their decisions."

An Antitrust Angle

Some observers say the rule that gives professional clubs five years to sign draft picks may lead to legal action because it could be considered a violation of antitrust laws. The Major League Players Association has already filed a grievance about the rule under its collective-bargaining contract.

The union claims that the contract requires the league to negotiate changes in the draft rules with the union. The union also claims that the owners' move was intended to reduce the leverage the athletes have when negotiating a contract.

Some college coaches, who say they are still reeling from last year's NCAA cutbacks on the scholarships, practices, and games, see the new draft rules as another burden.

"We're still trying to fight the unfair cuts from before," said Ron Fink, Mississippi State University's baseball coach, referring to the limitations on all Division I sports passed by the National Collegiate Athletic Association at its 1991 annual meeting. "And now this draft thing comes along. And it doesn't necessarily look good for our teams and student-athletes, either."

Gambling Incidents Involving Athletes Make Some Sports Officials Nervous

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College of New York in the 1950's, Seton Hall University in the 1960's, Boston College in 1979, and Tulane University in 1985.

The last spate of gambling incidents occurred in 1990, when several colleges, including the Universities of Arkansas, Florida, and Texas at Austin, punished athletes for their roles in gambling rings.

"Every year and a half the gambling problem seems to crop up, and right now we're seeing a rash of incidents," said Richard R. Hilliard, a National Collegiate Athletic Association enforcement director who investigates gambling allegations. "None of them rise to the level of a Boston College, a Tulane, but that's not to say the possibility doesn't exist."

Since early March, athletes at Bryant, Rhode Island, and Maine have been declared ineligible for possibly betting on college games.

Five Bryant athletes remain suspended pending the findings of the grand jury and the university's own inquiry. Maine has restored the eligibility of 20 athletes after determining that while they bet during the game, they had not violated NCAA rules by betting on their own teams or giving information to profes-

sional gamblers. Maine suspended the athletes from a portion of their teams' games and required some of them to do community service.

Mr. Hilliard and James E. Delany, commissioner of the Big Ten Conference, said it was not surprising that athletes were involved in the kind of socially acceptable gambling that is sanctioned by

officials say there's a number line between an athlete's being on professional and college contexts and the much more serious branch of gambling on one's own games.

Pressure and Compromise

With so much money percolating through college sports, and so much financial pressure on athletes, Mr. Delany said, an athlete who makes one mistake—in an instant, to become involved in the wrong person—to go astray.

"A lot of the kids are under strain," he said. "If someone tells him, 'We still want you to win, just by a few less points,' a relatively uncomplicated person might not see that as a compromise."

Neither Mr. Delany nor Mr. Hilliard believes colleges can do much to stop athletes from gambling except to educate them. Mr. Hilliard said some colleges bring in speakers of the Federal Bureau of Investigation each year to give a "for God" speech about gambling.

Mr. Delany and many sports officials believe the consequences of a major gambling scandal would be far-reaching. For all the scrutiny of college sports recently, he said, "the integrity of the outcome of the games themselves has not been questioned in a serious way."

"If it is," Mr. Delany warned, "the whole deck of cards comes down really quick."

But Mr. Delany and other sports

such things as lotteries and office pools.

"It's really an American thing," said Mr. Delany, who has long warned about the possibility of a major gambling scandal in college sports. "There are tens of thousands of athletes participating in college sports. If you're surprised to find a dozen athletes betting on games, you're really naive."

But Mr. Delany and other sports

ATHLETICS NOTES

Western Kentucky to keep football program

Ex-athlete drops suit against Creighton U.

Western Kentucky University's Board of Trustees voted narrowly last week to maintain the institution's football program, despite a budget panel's recommendation that the sport be suspended.

But the team's new life came with a catch: The trustees agreed that the university should spend no more than \$450,000 in institutional money on football next year, and said the athletics department would have to raise the rest of the money needed to keep the football team afloat.

"The board showed remarkable courage and commitment to the classroom in voting for this budget," said Charles J. Busey, a professor of history and president of the campus chapter of the American Association of University Professors, which had called for the football program's elimination.

The absolute limit of \$450,000 of institutional funding—as long as the committee holds—is really just a remarkable achievement."

A 12-member panel, headed by the institution's president, Thomas C. Meredith, had proposed last month that football be eliminated as part of a broad package of cost reductions designed to make up for a \$6.2-million cut in state funding. Most of that deficit will be made up by cuts in administrative costs and the creation of auxiliary

enterprises, said Fred W. Hensley, director of university relations.

Sports officials, boosters, and football players had urged the university to keep the team. Sports officials had vowed to bring the team's costs—which had neared \$1-million in recent years—to a "bare-bones" level of \$765,000, and said they would raise the extra \$315,000 through ticket sales, away-game guarantees, sponsorships, and donations, said Paul Just, the sports information director.

—DOUGLAS LEDERMAN

A former Creighton University basketball player has agreed to drop a lawsuit charging the university with failing to educate him in the settlement, Creighton agreed to pay \$30,000 to the former athlete, Kevin Ross. In exchange, he agreed to drop his lawsuit, which claimed that the university had broken an oral contract by failing to give him a proper education in return for his four years of basketball play. Mr. Ross left Creighton in 1982 and later was judged to read at a third-grade level.

Creighton's general counsel, Greg Iahn, said the university assumed no liability in settling the case. Rather, he said, Creighton avoided a long and costly legal fight. The case was set to go to trial later this month.

"My job is to make decisions which protect the assets of the university for the best use of fulfilling its mission of educating students," Mr. Iahn said. "This is a good settlement for Creighton."

Legal experts and sports officials had watched Mr. Ross's case closely for several years. He originally charged Creighton with educational malpractice and negligent admission, among other things. A federal court threw the case out last year, but an appeals court ruled last month that the case could proceed with a charge of breach of oral contract.

Briefly Noted

The University of Nebraska paid \$34,832 at its annual spring football game. It had agreed to give the proceeds to a woman who had been beaten by a Nebraska football player. The athlete, Scott Baldwin, has pleaded guilty by reason of insanity in the attack, and is to go to trial this month.

The University of Pittsburgh paid \$446,621 in 1990-91 academic year to Mike Gottfried, the football coach it fired in 1989, the Pittsburgh Post-Gazette has reported. The payment to Mr. Gottfried was revealed in a disclosure form filed with the Internal Revenue Service, listing the five highest-paid employees.

Athletics

Impaired College

The U.S. Treasury Department, to the relief of colleges, has announced that a 1975 U.S.-U.S.S.R. tax treaty remains in effect between the United States and the members of the Commonwealth of Independent States.

In addition, the department announced that it will give Estonia, Latvia, and Lithuania the option of having the treaty apply to them as well.

Tax treaties are important to colleges that provide grants to foreign students. Some portions of the grants are subject to U.S. income taxes, and foreign students generally are not eligible for deductions and can face large tax bills. Tax treaties, however, generally include provisions to grant deductions to people from the signatory country. For that reason, colleges have to spend much more to support a student from a country with which the United States has no treaty, as a large portion of the grant could be taxed.

Since the collapse of the Soviet Union, college officials have been uncertain as to the tax status of students from the nations that used to comprise the U.S.S.R. The Treasury Department announcement said the United States would negotiate new treaties with the former Soviet republics, but that, for the time being, the old treaty would apply.

No special festivities were held last week when classes resumed at Bir Zeit University on the Israeli-occupied West Bank. Four years and four months after the institution was shut down by the army, the colleges of engineering and of science were the first to resume classes under the "gradual reopening" of the institution announced by the Israeli Ministry of Defense last month (The Chronicle, April 29).

Bir Zeit and five other universities in the West Bank and Gaza Strip were closed shortly after the start of the Palestinian uprising against Israeli occupation in December 1987. The campuses were viewed by the Israeli occupation authorities as hotbeds of political violence. All have reopened over the past 18 months. Bir Zeit, which enrolled 2,100 students before it was shut down, was closed the longest.

Cuba has had to turn away thousands of students from developing countries who have sought to study there after the collapse of the Soviet Union. The country had been sponsored by the U.S.S.R. with grants were suspended when the union dissolved. The official of Overseas Students' Agency said the country this year had already enrolled more than 10,000 foreign students, most of them from sub-Saharan Africa, and would accept more.

International



Peruvian army commandos round up student leaders in Lima to thwart potential campus protests following last month's declaration of an emergency government.

Peru's President Seeks to Control Public Universities to Make Them Less Hospitable to Leftist Politics

By LUCIEN CHAUVIN

LIMA, PERU

Bringing Peru's public universities under government control and making them less hospitable to leftist political activity have clearly emerged as aims of President Alberto Fujimori's emergency Government of National Reconstruction.

Last month, Mr. Fujimori dissolved

both the legislative and judicial branches of government and declared himself in charge of an emergency administration, which he said would run the country for one year.

Peru's military supports Mr. Fujimori. "Our objective is to achieve, through reconstruction, a prosperous and democratic society," the President said in a speech to the nation. Hundreds of univer-

sity students in Lima were rounded up by soldiers and army commandos after the emergency government was declared.

The arrests were the government's way of preventing student leaders from organizing protests of the President's decree, and of scaring off others who might consider such actions. The students who were detained were released within 72 hours.

Now a tense calm prevails as Peruvians attempt to come to terms with the full effects of the "presidential coup."

Reorganizing the country's education system was one of the 10 principal objectives that Mr. Fujimori set for the first six months of his emergency government. In his speech he also called on the universities to help foster the development of "a patriotic conscience" on their campuses.

Mr. Fujimori's inclusion of education reform as a main point in his emergency decree, and the fact that nearly a month after his announcement he has yet to name a Minister of Education, are seen by academics here as further evidence of the government's efforts to change the left-leaning political character of public universities.

Home to the Political Opposition

Like state universities throughout most of Latin America, those in Peru have often been home to the political opposition.

Since the start of guerrilla activity here in the 1960's, student governments on the campuses have been allied with left-wing political parties. In recent years the universities have been viewed as sympathetic to the Maoist Shining Path movement—to its message, if not its violent means.

Among the rumors floating among academics in the capital is one that Mr. Fujimori has ordered the universities to be "depoliticized."

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Pre-Invasion Tensions Are Ignited as Kuwait U. Tries to Return to Normal

By BURTON BOLLAG

One year after the allied military offensive ended Iraq's brutal occupation of Kuwait, the country's seven-campus university is struggling to return to normal.

Although classes were hurriedly resumed last September, much has been left to improvisation, since only 40 percent of the estimated \$400-million worth of damage has been repaired.

The trauma of the occupation has also re-ignited pre-invasion tensions at Kuwait University. The rector has clashed with the former vice-rector over her contention that the institution is undemocratic and denies women their rights.

The administration also was confronted by female fundamentalist students who demanded the right to wear face veils on the campus.

In telephone interviews, officials and faculty members of the university spoke of its post-occupation progress and problems.

"The level of devastation is still quite obvious" at the institution's campuses, said Rashid Al-Sabah, an English professor

and former vice-rector for community services and information. Although windows have been replaced, many buildings are still marked by charred masonry from blasts set off inside their walls.

2 Years of Repairs

In fact, Kuwait security troops were still exploding mines left on the campuses when the university re-opened last fall. All seven campuses are now operating, with a total of about 9,000 students enrolled, about 15 percent fewer than before the invasion.

Officials said it would take at least two more years to repair the extensive damage caused by the Iraqi army.

According to university administrators, Iraqi officers and soldiers used classrooms as barracks. They converted the drawers of metal filing cabinets in faculty offices into makeshift cooking grills and tore pages out of books to get their fires started.

Moreover, almost everything of value was looted away. University officials said that Iraqi professors and university administrators had been ordered to leave.

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Kuwait U. Recovers From the Trauma of Iraqi Occupation

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istrators had been dispatched by Baghdad to Kuwait to supervise the wholesale removal of libraries and laboratories, many of which have not yet been replaced. Thousands of cables were cut as the invaders ripped out computers on the campuses.

Furniture, rugs, and even brass knobs on faculty mailboxes were stolen and must be replaced, according to the university. The government of the oil-rich emirate is financing the university's reconstruction, said Rector Shuith A. M. Shuith. "The university is

"we've gone back to the old ways." She accused the administration of nepotism and favoritism in filling key posts, and spoke of the "total classification" by the rector among faculty members. The rector declined to respond to the charges.

No Veils in the Lab

A different sort of confrontation took place when some female medical students tried to veil their faces and were ordered not to by the dean of the university's medical school. The fundamentalist-leaning student union staged a rare demonstration in support of the women.

The issue was resolved when the university administration decided that veils could be worn in lectures, but not in laboratories or when dealing with clients.

According to Mrs. Al-Sabah, however, activism over campus issues generally has been subdued. "Everyone is still under the shock" of the occupation, she said, and the politically inclined have turned their attention to the country's parliamentary elections, scheduled for October.

Officials say seven university students were killed as they fought against the Iraqi occupiers. As a gesture, the university is offering free courses to the relatives of all Kuwaitis killed during the occupation.

Palestinians Punished

In line with the country's policy of expelling many members of the large Palestinian community in Kuwait for having sided with Iraq in the conflict, the university has not renewed the contracts of the institution's 140 Palestinian faculty members, most of whom will therefore have no legal basis for remaining in the country.

Only limited numbers of non-Kuwaiti students and faculty members have been allowed to return to the university. They are from such countries as Egypt and Syria, which opposed the Iraqi invasion. Ms. Al-Sabah charged that some foreign faculty members had been "shabbily treated," and that some recently quit the medical faculty because, unlike the Kuwaiti instructors, they were never fully compensated for losses and suffering during the occupation.

Ms. Al-Sabah said in an interview that despite hopes for greater democracy in campus life after the end of the Iraqi occupation,

A Fundamentalist Who Is Critical of Science Appointed to Top Education Post in Britain

By DAVID WALKER

LONDON

Having backed the wrong horse in last month's election, which saw the Conservatives retain control of the government, British professors are now coming to terms with the appointment of a fundamentalist Christian who is critical of modern science as Education Secretary in Prime Minister John Major's new cabinet.

In a magazine article on parental responsibility, published just as he took office, John Patten, the new secretary, blamed modern science and secularization for diminishing the idea of evil. People need the prospect of "eternal damnation," he declared.

Perhaps in view of Mr. Patten's appointment, scientists welcomed a decision by Prime Minister Major to establish a special government department for science outside the Department of Education, which previously had responsibility for it. William Waldegrave, who had been Secretary of State for Health, has been named to head the new science department. Like Mr. Patten, Mr. Waldegrave is a former fellow of an Oxford University college.

Mr. Patten was a professor of geography at Oxford University, where he had been a fellow of Hertford College until 1983.

"Carried Away"

University heads, asked for their reaction to the views Mr. Patten expressed in the article, were reluctant to comment publicly. Privately, however, one vice-chancellor noted that Mr. Patten's previous government appointment as Minister of State in the Home Office had carried responsibility for fighting crime and, faced with rising crime rates, the secretary might "have been carried away."

The Conservatives were kept in power even in the face of



John Patten, Britain's new Education Secretary: People need the prospect of "eternal damnation."

opinion polls showing them falling behind the Labour Party, which was the clear preference of a majority of university professors. However, Mr. Major moved quickly to restructure his cabinet. Mr. Patten succeeds Kenneth Clarke, the previous Education Secretary, who was named Home Secretary and is now responsible for law enforcement and public order.

Government spokesmen have said—but not for attribution—that Mr. Major expects Mr. Patten, as a former professor, to cultivate a less abrasive relationship with the universities than his fiery predecessor had. In Parliament Mr. Patten sits

for the Oxford West and Abingdon district, which takes in much of Oxford University. Educated at the University of Cambridge, he became a professor at Oxford in 1969.

In his controversial article on parental responsibility, which was published in *The Spectator* magazine, Mr. Patten called for the Christian church to adopt a more self-confident voice. The voice of the church, he wrote, should encourage parents, "exhort" children, and recognize the existence of evil in the "adult world of society." He said dwindling belief in damnation had led to a loss of fear of the consequences of bad behavior.

International

Peru Seeks to Control Universities and Rid Them of Leftist Politics

Continued From Page A43

to education minister. Mr. Fujimori, who was rector of the National Agrarian University during his presidential term in 1990, has been at odds with students and faculty members at the public universities for a year. In May 1991 students pelted him with rocks in the San Marcos National University in Lima. The next day the military took control of the university and of the National Teachers College.

Autonomy Revoked

Last November, university rectors were part of an avalanche of more than 100 executive decrees handed down by the President. The decree that most affected higher education revoked the autonomy of public universities, which had been used to function beyond government influence. Revoking the autonomy gave the government the right to station troops on campuses, an action that would have been illegal before the decree. Students were dispatched to normalize universities, including San Marcos, as part of a program to bring their run-down buildings back after painting over revolutionary slogans. The troops did little but to station posts. Their presence on the campuses mainly served to deter political activity.

The weeks after declaring his emergency government, Mr. Fujimori made a surprise visit to San Marcos to the national university. He was greeted by a "new climate of participation," he said, where he reiterated his goal for "a new climate of participation" to mean that students should tolerate support for revolutionary groups on their campuses.

He also reiterated his goal for the university in Callao, the President said that security would soon arrive "to re-establish order." In the meantime, a former vice-rector at the University of Lima was a member of the institution's faculty, had 10 years experience in higher education here. He said, the President may be making a rhetorical hard line on terrorism, but in reality the troops will be superficial.

There are still numbers of have been appointed Mr. Lang's decision to relieve the proposed reforms. However, many others, including the National Union of Higher Education, the country's largest faculty union, and the UNEDU's students' union, said Mr. Lang's action should not mean that university reform will be swept under the carpet.

in addition, says Custodio Arias, a sociology professor at San Marcos, the government in each of the last two years has not turned over to the universities all of the money specified in their budgets.

"Because of the administration's myopia, there are no funds for infrastructure or salaries, not to mention research," he says. John Givonio, director of student health and welfare at San Marcos, says the economic constraints on the university and the military

presence on the campus have made students increasingly anxious. Students now fear that the government may eventually try to shut down the university.

Mr. Givonio adds that the military's presence on campuses has not helped the government win the support of students.

Troops Sent to Villareal

Fear that Mr. Fujimori may shut down San Marcos is based on the government's actions against Lima's Federico Villareal National University. On the day of his coup, the President closed Villareal, which has long been allied with an opposition political party, and sent troops to surround it, as he had

done with the Congress building and the Palace of Justice.

The university was allowed to reopen a few days later, but a fire on April 24 has closed it again.

In spite of the government's actions against Villareal and the fear that their own institutions may be next, many university students support Mr. Fujimori's actions.

The President's attacks against inefficiency at the universities have won him support, as have such populist gestures as his decree abolishing the thesis as a requirement for graduation.

A second-year medical student at San Martin de Porres University who gave his name only as Mirko supports the President's decision

to dissolve Congress and his proposed changes in the educational system. However, he does not think Mr. Fujimori's approach to solving problems at the universities will work. "The army can't change anything by painting over a few walls," he says.

Most academics agree that after more than 20 years of decay and politicization, Peru's public higher education system definitely needs reform. In contrast to President Fujimori, however, they believe the changes must come from the universities themselves.

Says Mr. Arias, the San Marcos sociologist: "External pressure will only further weaken the country's educational system."

CONFERENCES, CALLS FOR PAPERS

FINDLAY
THE UNIVERSITY OF FINDLAY

Educating Citizens for 21st Century America: Strengths from Diversity

is the theme for the Tenth Annual Multicultural Summer Institute at The University of Findlay, which houses the first certified bilingual/multicultural teacher training program in the state of Ohio.

June 22-26, 1992

Invited consultants are:

Dr. Jim Cummins
The Ontario Institute for Studies in Education

Dr. Lily Wong-Fillmore
University of California-Berkeley



The Institute may be taken for non-credit, undergraduate or graduate credit. Tuition costs are available upon request.

For more information contact: Dr. Joan Nye, Director, International Center for Language and Learning Development, The University of Findlay, 1000 N. Main St., Findlay, OH 45840 (419) 424-4678

Town & Gown: Conflicts & Issues in Historic Preservation Symposium

Explore the dynamics between institutions of higher learning and the communities in which they reside. Topics include campus expansion and demolition of historic resources; and more.

Friday, June 12 and Saturday, June 13

Cosponsored by Harrisburg Area Community College and the Pennsylvania Historical and Museum Commission

Location ... Wildwood Conference Center, Harrisburg Area Community College, Harrisburg, PA 17110

For information ... Michel R. Lofvare, PHMC Symposium Coordinator: 717-787-4363 or HACC's Technical Institute: 717-780-2459



HACC does not discriminate on the basis of race, color, religion, age, sex, national origin, ancestry, marital status, physical handicap, place of birth, General Educational Development Certificate (GED), marital status, sexual preference, or veteran status.

1993 National Conference

LIFELONG LEARNING

Among the 12.5 million students in American higher education, only 2 million fit our traditional conception: 18 to 21 year olds who go to college full-time and live on campus. Institutions of higher education find themselves in the midst of a period of fiscal austerity which demands that they find creative ways to do more with less.

CALL FOR PAPERS

Last year's first annual conference, *Lifelong Learning: Meeting the Higher Education Needs of Adult Learners*, drew 250 participants from 36 states, 2 foreign countries and 116 institutions. The Second Annual Conference promises to be even more diverse in its attendance and presentation. Potential presentations will be reviewed by an external review board and should address some facet of the overall conference theme:

In this difficult and challenging era, how can teachers and administrators who are committed to lifelong learning find ways to enhance the quality of their service while remaining fiscally responsible?

Suggested Themes

Diversity: How can we reach out to new student populations whose talents, as Thomas Jefferson noted over 200 years ago, "...perish without use (if not sought for and cultivated)?"

Teaching: What new approaches can be taken toward developing and improving classroom teaching skills that take into account the unique needs of adult and part-time learners?

Delivery: How can we create, implement, and assess the impact of innovative delivery systems designed to meet the needs of the lifelong learner?

Assess: What new approaches to improving the basic skills of returning adult students hold promise for easing their transition into higher education?

Assessment: For institutions seeking to improve the quality of adult higher education opportunities, assessment is not an unpleasant mandate imposed from the outside but an internal necessity. How can assessment activities be regularly built into the structure of all aspects of the services we provide to adult learners?

Technology: What are the most appropriate, efficient and effective ways for using new technologies as part of the services (administrative, instructional, advising, placement) provided to adult learners?

Paper Submission Guidelines

- Please submit an abstract not to exceed three pages to: National University Research Institute • National University, 4035 Camino del Rio South • San Diego, CA 92108
- Abstracts submitted on a 3 1/2" diskette in an ASCII format are preferred to facilitate production of the conference proceedings.
- All proposals must arrive at the National University Research Institute by July 1, 1992 to be considered for the conference.
- All proposals will be notified of the status of their papers by September 1, 1992.

For more information contact:
Jan Ross, Conference Director
(619) 563-7144



France's New Education Chief Shelves Much of His Predecessor's Controversial Reform Package

By PATRICIA DRETT

PARIS

France's new Minister of State for Education and Culture, Jack Lang, wasted no time in denouncing the hot potato he inherited from his predecessor—a controversial package of university reforms. It took Mr. Lang less than three weeks to decide to "suspend" much of the proposed plan because "the universities are not ready to apply it and to push it through would lead to disorder and would harm students."

Mr. Lang conceded, however, that reforms were needed, particularly in the early stages of university studies. The current situation is "unacceptable for the students and for the nation," he said. Elements of the planned reforms that had been accepted by the majority of

university students, professors, and administrators will be put into effect, he said.

Those include a better advising

Elements of the planned reforms that had been

accepted by a majority of students, professors, and administrators will be put into effect.

program for first-year students, procedures to regulate examinations, and projects aimed at increasing links among different courses of study to increase the possibilities of transferring. Measures for implementing such reforms in the fall will be announced by the end of May, Mr. Lang said. The minister said he would make proposals in the fall to deal with

issues on which there is no consensus. One of those unresolved issues is the fate of the planned Certificate of University Studies.

The proposed certificate would amount to "a way of getting rid of students," charged one student leader. Mr. Lang said the certificate would be dropped or changed to a credential simply attesting to the level of studies attained.

Details to Come in the Fall

Details of the changes planned for the content and curriculum for the *diplôme* and the higher-level *diplôme* will be worked out with university presidents and will be announced in the fall, Mr. Lang said. The diplomas are viewed by many here as among the elements of French higher education most in need of reform.

The *DEUG* is supposed to be obtained after two years of study; but students are now spending an average of four years to get the diploma. One step up from the *diplôme* is the *licence*, which should take three years. In both cases the time to obtain them is an average of five to six years. In both cases the time to obtain them is an average of five to six years. In both cases the time to obtain them is an average of five to six years.

Most students and professors have applauded Mr. Lang's decision to relieve the proposed reforms. However, many others, including the National Union of Higher Education, the country's largest faculty union, and the UNEDU's students' union, said Mr. Lang's action should not mean that university reform will be swept under the carpet.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Michael Vande Berg
Kuhnman College



Ellen M. Campbell
Waubury University

Sandra L. Taylor
University of Arizona



Elizabeth Baer
Gustavus Adolphus College



John A. Flower
Cleveland State University

WITH the small increases in faculty salaries this year (*The Chronicle*, April 22), most faculty members can appreciate the joy with which Joyce and E. Jay Hilly, Jr., greeted the news that they had won \$5.1-million in a *Reader's Digest* sweepstakes.

Ms. Hilly teaches data processing at Maple Woods Community College; Mr. Hilly teaches philosophy there. For now, they intend to keep their jobs, while receiving their winnings in installments of \$167,000 per year for 30 years.

Said Mr. Hilly, "We're going to pay off some college debts, but we really haven't thought about buying any specific."

The Louisiana Division of Administration will pay \$178,000 to settle a lawsuit brought by Harry J. Boyer, former president of Delgado Community College.

Mr. Boyer, who is now president of Southern West Virginia Community College, resigned from Delgado in 1988 under pressure from then Louisiana Gov. Buddy Roemer. Mr. Roemer had threatened to close the college, accusing Mr. Boyer of mismanagement and cronyism. Mr. Boyer sued in April 1989 after the state's Board of Trustees refused to rehire him as a professor at the college. The board contended that he had relinquished his rights to tenure by resigning, and the state Attorney General's office supported that position.

Edwin Edwards, now Louisiana's Governor, said of the settlement: "I'm glad we got by as cheap as we did." (Mr. Boyer had originally sought \$718,000 in lost wages and benefits.)

Mr. Roemer, now teaching at Harvard University, said, "As far as the state paying money to Harry Boyer, I think that's a joke."

Four finalists to succeed Jean Mayer as president of Tufts University have been named. They are:

Stanley N. Katz, president of the American Council of Learned Societies;

Franklin M. Leow, dean of the university's School of Veterinary Medicine;

Charles E. Putnam, executive vice-president for administration at Duke University;

Marina von Neumann Whitman, vice-president and group executive for public affairs and marketing at General Motors Corporation. Ms. Whitman is a former member of the Council of Economic Advisers and a former professor of economics at the University of Pittsburgh.

C. Everett Koop, former U.S. Surgeon General, has been appointed Distinguished Scholar at the Carnegie Foundation for the Advancement of Teaching. In announcing the appointment, **Ernest L. Boyer**, president of the foundation said, "Dr. Koop's affiliation with the foundation will be especially helpful in implementing our most recent report, *Ready to Learn: A Mandate for the Nation*, which emphasizes that every child should have a healthy start." Dr. Koop is a pediatric surgeon.

The resignation of **Gordon C. Borchardt** as president of MacCormac Junior College marks the end of an era. Mr. Borchardt first came to the private business college in 1958 as director of admissions and was named president a year later. Under his direction MacCormac was rechartered as a non-profit junior college in 1965. The Board of Trustees has named Mr. Borchardt chancellor of the college, which has the country's oldest program in Court Reporting Studies.

New college and university chief executives: Lee College (Tex.), Jackson Sasser; Moorpark College, James W. Walker; Otero Junior College, Joe M. Trece; University of Houston-Downtown, Max Castillo; University of Houston System, James H. Pickens; Ventura College, Jesus Carreon.

Appointments, Resignations

Harley F. Adams, former director of development at Catholic Charities in San Jose, Cal., to director of development at California School of Professional Psychology.

Elizabeth Baer, provost and dean of the college at Washington College (Md.), to dean of the faculty and vice president for academic affairs at Gustavus Adolphus College.

Donald B. Bailey, Jr., associate professor of medical health at U. of North Carolina at Chapel Hill, to director of the child-development center.

Thud W. Banta, professor and director of the center for assessment research and development at U. of Tennessee at Knoxville, to vice-chancellor for planning and institutional improvement at Indiana U.-Bloomington.

Stephen Binkley, interim dean of the college of arts and sciences at U. of North Carolina at Chapel Hill, to dean.

Robert C. Borchardt, president of MacCormac Junior College, to chancellor.

John D. Bradley, acting vice-president for development and alumni relations at Columbia U., to vice-president for development and alumni relations at Boston U.

Joe Brundage, associate professor of law at Kalamazoo College, also to associate director of foreign study.

R. Sue Bunn, vice-chancellor for business affairs at U. of Texas System, to executive vice-chancellor.

Ellen M. Campbell, dean of graduate studies and the weekend college at Waubury U., to vice-president for academic studies, extended studies, and enrollment management.

Jesus Carreon, vice-president for instruction and assistant superintendent at El Camino College, to president of Ventura College.

Max Castillo, president of San Antonio College, to president of U. of Houston-Gowdwin, effective July 1.

Nevin A. Clemens, professor of electrical engineering at Worcester Polytechnic Institute, to dean of graduate studies.

Mary Sue Coleman, associate provost and dean of research at U. of North Carolina at Chapel Hill, to vice-chancellor for academic studies and research.

John B. Coley, professor and chair of education at Western Maryland College, to dean of academic affairs.

Joanna Coville, acting controller at State U. of New York, to controller.

Lewis A. Crockett, professor of drama and chair of drama and film studies at Dartmouth College, to director of the center for the creative and performing arts.

Rosa O. Delle Case, labor-resources manager at Employment and Training Division of San Mateo County (Cal.), to director of contract education and community services at San Jose State University.

Berry Donmy, manager of information systems at Chicom Systems Inc. (Wilmington, Mass.), to director of information services for the business school at Wake Forest U.

Christine Edgcombe, grant coordinator at Burgess Medical Center (Ann Arbor, Mich.), to associate director of development at U. of Michigan-Dearborn.

Elizabeth Elms, former member of development staff at Texas Tech U., executive director of the state of Texas at U. of Texas at Arlington.

John A. Flower, president of Cleveland State U., to president of Cleveland State U.

Joe Pugh, director of the Springfield College, to president of Springfield College.

John A. Gorman, director of administration at Cleveland Institute of Art, to president of Lee College.

Donald E. Gifford, dean of the college of law at West Virginia U., to dean of law at U. of Maryland.

Alexander Gonzalez, acting vice-president for academic affairs at State U. of Fresno, to vice-president for academic affairs.

Lytle L. Haggard, vice-president for academic affairs at Cleveland Institute of Art, to president of Lee College.

James H. Pickens, director of the college of education at U. of Illinois at Urbana-Champaign, to director of operations of Medicine at Rockford U.

George W. Harris, president of Southern State Community College, to president of Southern State Community College.

William E. Harrison, former president of Southern State Community College, to president of Southern State Community College.

First Potomac Bank (Washington, D.C.), to president of First Potomac Bank.

Dr. Robert J. Hilly, director of personnel and affirmative action at Hartnell Community College District, to director of human resources at San Jose State U.

James H. Pickens, director of the college of arts and sciences at U. of Oklahoma, to vice-president and provost of the Texas campus.

James H. Pickens, human-resources manager at Mentor Graphics (Columbus, Ohio), to employment manager at Southern U.

John A. Gorman, professor of chemistry at the college of arts and sciences at U. of Georgia, to provost of the State U. effective July 1.

James H. Pickens, dean and provost of the school of education at U. of North Carolina at Chapel Hill.

James H. Pickens, associate director of education in the law center at Georgetown U., to assistant dean for admissions at U. of Wisconsin.

James H. Pickens, vice-president for financial management at State U. of New York College at Cortland, to president of the college.

James H. Pickens, director of marketing and development at Lyric Opera Cleveland, to development director at Cleveland Institute of Art.

James H. Pickens, assistant director of admissions at Vassar U., to co-sponsor of credit for prior learning at Vassar U.

James H. Pickens, former vice-chancellor of the Board of Regents, to interim president of East Tennessee State U.

James H. Pickens, assistant dean for student affairs at U. of Wisconsin at Stevens Point, to associate director of education at U. of Wisconsin at Stevens Point.

James H. Pickens, president of Crivello U., to president of Southeastern Baptist Theological Seminary (N.C.).

James H. Pickens, acting president of U. of North Carolina at Greensboro, to associate vice-chancellor for institutional planning and research at U. of North Carolina at Greensboro.

James H. Pickens, interim president of U. of North Carolina at Greensboro, to president of Lee College.

James H. Pickens, director of administration at Cleveland Institute of Art, to president of Lee College.

James H. Pickens, acting provost at U. of Illinois at Urbana-Champaign, to provost of U. of Illinois at Urbana-Champaign.

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CONFERENCES, CALLS FOR PAPERS

A47

THE SIXTH ANNUAL

National Conference on Student Retention &

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- ◆ Student Success Courses and Freshman Programs
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The Education of Native American Children

June 29—July 10, 1992

North Arizona University
Flagstaff, Arizona

A Banquet of Courses, Seminars, and Cultural Experiences for professionals interested in the education of Native American Children.

For further information, call Dr. Thom Alcorn, Director of Native Education, Center for Excellence in Education, Northern Arizona University, (602) 883-9188

NAU is an EO/AA institution

CALL FOR PAPERS

Midwest Popular Culture & American Culture Associations—19th Annual Conference
October 8-10, 1992 Indianapolis, Indiana

Participants from all disciplines and methodologies are invited to submit proposals. Deadline for submissions to Area Chair, August 17, 1992

Proposal Guidelines Are Available Now! Write: Carl Holmberg, Executive Secretary MPC/A/MACA, Department of Popular Culture, Bowling Green State University, Bowling Green, Ohio 43403

October 4 - 7, 1992
San Antonio, Texas



Recruitment, Retention, and Success

Attended last year by more than 300 higher education professionals, *The Minority Student Today Conference* is designed to discuss, explore, and develop strategies for serving one of the most important constituencies in higher education today, the minority student.

Research and forecasts clearly indicate that recent trends in minority participation in higher education must be reversed. This fifth in a series of conferences will continue a national forum for the exchange of ideas and viewpoints on the many critical issues and challenges that affect these important student populations.

The Conference Planning Committee invites proposals identifying replicable programs, approaches, and policy actions that have significantly impacted the recruitment, retention, and success of the minority student.

Proposal Guidelines (deadline June 15, 1992) and Registration Information now available.

Write or Call:

The Minority Student Today Conference
University of South Carolina Division of Continuing Education
900 Assembly Street, Suite 200—Columbia, S.C., 29208
(803) 777-9444 or (803) 777-2260 • FAX (803) 777-2663

CALL FOR PROPOSALS

Computers on Campus

National Conference

November 15 - 18, 1992

Columbia, South Carolina

This is the sixth in a series of conferences focused on the pervasive importance of computing in the academic environment. Hundreds of higher education professionals from the Americas and abroad have convened to learn from each other's varied experiences, to exchange ideas about academic computing, to gain valuable insights into implementing the latest technology, to identify new resources, and to find solutions to the issues and problems which face us all.

Sponsored by The University of South Carolina
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Proposal Guidelines and Registration Information available now
Write or Call:

Computers on Campus • USC Division of Continuing Education
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(803) 777-9444 • (803) 777-2260 • FAX (803) 777-CONF

CALL FOR PROPOSALS



February 28 - March 3, 1993
Columbia, South Carolina

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Now, more than any time in recent history, institutions of higher education are facing critical challenges to utilize idle space, minimize down time, meet existing summer employment conditions, defray operating costs, and generate income. Specifically designed to focus on the pervasive importance of developing and maintaining successful summer programs, Maximizing Summer Opportunities will help you generate that new vitality.

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Write or call: University of South Carolina
Division of Continuing Education
900 Assembly Street • Suite 200 • Columbia, SC 29208
(803) 777-9444 • (803) 777-2260 • FAX (803) 777-CONF

Gazette

Continued From Preceding Page

Rick W. Turner, assistant vice-president for university relations and development at California State U.-Dominate Hills, to vice-president.

Michael Vande Berg, associate director of foreign study at Kalamazoo College, to director.

Jeanne M. Wallen, assistant superintendent and vice-president for instruction and student services at College of the Canyons, to president of Moorpark College, effective July 1.

IN THE ASSOCIATIONS

Reinald Z. Booth, dean of nursing at U. of Alabama at Birmingham, has been named president-elect of American Association of Colleges of Nursing.

MISCELLANEOUS

Daniel J. Bankowitz, assistant director of financial aid at Boston College, to as-

stant director of Massachusetts Educational Planning Authority.

William P. Fetter, director of bands at Florida A&M U., has been elected vice-president of American Bandmasters Association.

Janet A. Rodgers, dean and professor of nursing at U. of San Diego, has been elected president of American Association of Colleges of Nursing.

Prudence J. Gierke, director national association of president of National Medical Health Association, to senior associate at Association Executive Resources Group.

Deaths

Madison L. Alnoworth, 85, professor emeritus of pediatrics at Ohio State U., April 14 in Columbus, Ohio.

Robert A. Beach, Jr., 65, former special assistant to the president and former vice-president for development at Cleveland State U., April 13 in Cleveland.

Baron Beasley, 97, former president of Simmons College, April 23 in Bedford, Mass.

TELECONFERENCES

Here We Go Again: Are Professors and Teachers Shortchanging Women and Girls?

A Live, Interactive Video Teleconference, Co-Sponsored by AAJWC and the Rio Hondo College Teaching-Learning Center, on the AAJWC Report "How Schools Shortchange Girls," and its Implications for American Higher Education. For faculty, staff, and leaders in colleges and universities.

MAY 14, 1992 10:00-11:00 am (PST)

Panel:

Sharon Penner, President AAJWC
Linda Gosselin, President AAJWC
Evelyn Ito-DeVillier, Dir., Center for Studies of Ethnicity and Race in America
Paula Fisher, Moderator, AAJWC Vice President

Contact: The Teaching-Learning Center, Rio Hondo College, 3601 Workman Mill Road, Whittier, CA 90608, (310) 960-3400 FAX (310) 699-0480

TELECONFERENCE ON WINNING



TO MAKE A WORLD OF DIFFERENCE Outreach Alliance 2000 Project

The Center for Leadership, Development and Research and

The University of New Mexico Will Sponsor a

Technical Assistance/Grant Writing Teleconference.

May 20, 1992 1:00-3:00 p.m. (ET) 12:00-2:00 p.m. (CT) 10:00-1:00 p.m. (PT)

The aim of the teleconference is to provide an overview of the grant writing and submission process which is designed to increase access and participation of minority institutions in discretionary grant programs as authorized under Part D of the Individuals with Disabilities Education Act (IDEA).

Site Registration Form/Due Friday May 13, 1992.

- ☐ My institution would like to schedule the program.
- ☐ My institution has a downlink. (If not, complete next item.)
- ☐ My institution is wired for cable by my local cable station.
- ☐ If you do not have downlink capabilities call Dr. Walter Barwick at (202) 737-2405.

Name: (Coordinator) _____
Address: _____
City: _____ State: _____ Zip: _____
Telephone: () _____ Fax: () _____
Name of Institution: _____
Downlink Site Location: _____
Name of Technical Person: _____
Telephone: () _____

MAIL TO: Center for Leadership, Development and Research
P.O. Box 91277, Washington, D.C. 20090-1277
or FAX TO: (202) 737-2451

William O. Bayne, 70, former director of the museum of art at U. of Minnesota at Duluth, April 12 in Duluth, Minn.

David M. Catina, 80, former dean of nursing at U. of San Diego, April 22 in Laurel, Md.

George J. Davis, Jr., 64, professor of nursing and Southeast Asian Studies at U. of California at Berkeley, April 18 in Berkeley.

Howard S. Ellis, 93, professor emeritus of nursing at U. of California at Berkeley, April 15 in Berkeley.

Daniel Fairbank, 86, professor of physics at Columbia U., April 21 in New York.

John H. Gierke, 86, associate professor of English at Smith College, April 23 in South Hadley, Mass.

Wynne A. Gorman, 76, former professor of education at Northern Illinois U., April 16 in Sunnyside, N.Y.

Paul Hargray, 71, former professor of physics at Yale U., April 13 in New Haven, Conn.

Barthley B. Jackson, 78, former professor of mathematics at U. of Maryland at College Park, April 19 in Mitchellville, Md.

Bernard Jacobus, 86, clinical professor of orthodontic surgery at Cornell U., April 19 in New Rochelle, N.Y.

Edward S. Kallikratis, 51, assistant professor of German at U. of Central Oklahoma, April 21 in Edmond, Okla.

Blanche L. Kimmitt, 78, former assistant professor of social work at Catholic U. of America, April 3 in Washington.

Gareth T. Means, 69, former member of the psychology faculty at Bates College and Northwest Missouri State U., April 19 in Arlington, Va.

David A. O'Neill, 65, professor emeritus of physics at Princeton U., April 27 in Redwood, Cal.

Richard C. Powell, 63, professor of medicine, biochemistry, and molecular biology at Indiana U. School of Medicine, April 17 in Indianapolis.

Ruth F. Sabatini, 69, former adjunct professor of science at George Mason U., April 21 in Alexandria, Va.

Bernard T. Shapira, 86, president emeritus of Golden Gate U., April 15 in San Francisco.

Arthur E. Stam, 83, professor emeritus of art history at U. of North Carolina at Chapel Hill, April 17 in Chapel Hill, N.C.

Paul C. Thompson, 65, professor of English at U. of North Carolina at Chapel Hill, March 24 in Chapel Hill, N.C.

A. A. White, 83, dean emeritus of U. of Houston Law Center, March 10 in Houston.

Glenn G. Wink, 82, former professor of physics at Columbia U., April 20 in Durham, N.C.

Coming Events

A symbol (s) marks items that have not appeared in previous issues of The Chronicle.

- 8-9 History: "Empowerment: Perspectives on African-American History in Pennsylvania," conference, Lincoln University and other sponsors, Lincoln University, Pa. Contact: (717) 787-3043.
- 9-12 Biology: "Science: Who Pays? Who Profits?" annual meeting, Council of Biology Editors, Pittsburgh. Contact: Cheryl Clark, (312) 616-6800.
- 9-12 Multiculturalism: "Preparing for Plurality: Meeting the Challenges of an Inclusive Society," conference, Multicultural Institute of the International Counseling Center, Washington. Contact: Multicultural Institute, (202) 483-8700, fax (202) 482-2333.
- 9-12 Multiculturalism: "Stimulus for Cross-Cultural Communication in the New Information Age: Continuing Change and Innovation," annual conference, International Society for International Education Training and Research, Wyndham Rose Hall Hotel, Moscow, U.S.S.R. Contact: WAT, (202) 737-5000, fax (202) 737-5553.
- 10-12 Information Systems: "Campus-wide Information Systems: Leadership Roles for Libraries," conference, International Business Machines Corporation, Marriott Hilton Hotel, Hilton Head, S.C. Contact: James Coney, (904) 922-9020, or Peggy Pendergast, (303) 324-9328.
- 10-12 Community education: "Learning to Build Communities: Adult Education, Senior Center, and Community Center," conference, Simon Fraser University, White River, British Columbia, Canada. Contact: Chris Schellinger, (604) 291-0221.
- 10-12 Planning: "New Organizational Structures, New Trends in Higher Education," conference, Nova University, Nova Scotia, Canada. Contact: (416) 563-7018.
- 10-12 Institutional advancement: "Education: The Global Perspective," annual forum, Association for Institutional Research, Atlanta Hilton and Towers Hotel, Atlanta, Ga. Contact: (404) 544-4470, or TONYA HARRIS.
- 10-12 Interdisciplinary programs: "Non-traditional and interdisciplinary programs," conference, American Association of Colleges and Universities, Virginia Tech, Blacksburg, Va. Contact: (703) 793-2000.
- 11-12 Disabling: "Meeting the Challenge: Providing a Barrier-Free Environment," conference, University of Miami, Hyatt Regency-Miami Hotel, Miami, Contact: University of Miami School of Continuing Studies, (305) 284-4777, fax (305) 284-3318.
- 12-12 Marketing: "Marketing Clinics: How to Increase Adult Student Enrollment," College Board, Omni Auditorium East Hotel, Chicago, Contact: Elena K. Morris, (212) 713-8101.
- 12-12 Management: "New Directions in Development for New Admission Recruitment," workshop, Council for Adult Education, 3601 Workman Mill Road, Whittier, CA 90608, (310) 960-3400, fax (310) 699-0480.
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